基督教宣道會宣基中學
Christian & Missionary Alliance Sun Kei Secondary School

School Report 2025-2026

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
	Mr. TSANG Fat-kuen
	Dr. WUN Chi-wa, Ankey (expired on 14/9/2025)
	Dr. IP Saimond
	Mr. LAU Suk-tung
	Mr. LEUNG Chi-kwan
	Mr. CHAN Wing-kit (takes office on 15/9/2025)
	Mr. CHAU Yuk-ming (Alternate)
Independent Manager:	Mr. LI Yum-kwok, Francis
Teacher Managers:	Mr. LIU Chi-yung (expired on 10/2/2026)
	Ms. TSUI Yuk-ching (takes office on 13/2/2026)
	Ms. TSUI Yuk-ching (Alternate) (expired on 10/2/2026)
	Ms. NG Wai-chun (Alternate) (takes office on 13/2/2026)
Parent Managers:	Ms. TANG Sin Hang
	Mr. TANG Ngai-sun (Alternate) (takes office on 6/12/2025)
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
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
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 utilises 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.

Digital Education

To cultivate students' digital literacy and establish a sustainable, modern learning ecosystem, our school has built a robust technological infrastructure. This includes web-based teaching platforms, a centralised digital resources database, electronic self-learning systems, interactive intranet platforms, and a comprehensive campus-wide wireless (WiFi) network. Leveraging this foundation, we widely adopt eLearning strategies across all academic subjects, with a special emphasis on our junior secondary curriculum. Through our school-based Project Research program in Secondary 1 and 2, students engage in hands-on STEAM and coding projects, while our lessons actively cover core Artificial Intelligence (AI) concepts. This structured curriculum empowers students to apply modern coding and technological knowledge, sparking innovative ideas and equipping them with the vital digital skills required for the future.

Furthermore, this comprehensive digital environment significantly enhances our pedagogical effectiveness. By utilizing our electronic self-learning systems, teachers are able to gather data on student progress, allowing for more timely feedback and differentiated instruction tailored to diverse learning needs. Moving forward, the school will continue to upgrade our technological capabilities and strongly promote ethical digital citiszenship, ensuring our students are not only proficient users of advanced tools like AI but also responsible, critical thinkers in the digital age.

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 recognise 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 Strong, Go Beyond', which encourages students to establish attainable goals and to form close companionships.

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	128	125	119	125	113	111	721
Attendance rate	98.2%	97.1%	98.0%	95.1%	93.9%	94.5%	96.2%

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

Introduction:

As we conclude the second year of our Three-Year School Development Plan (2024–2027), our school remains firmly dedicated to nurturing every "Sunkeian" as a unique gift from God. By aligning our administrative resources, professional teaching practices, and curriculum development, the school has made outstanding progress in our 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 highlights our key achievements, empirical data validations, reflections, and strategic refinements for the upcoming academic year.

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

Achievements

1.1 Focus on developing teachers' efficacy by keeping abreast of educational trends, fostering innovation, and committing to continuous professional development

- Strategic Planning and Curriculum Integration

  In the second year of the three-year plan, the Teaching and Learning Committee (TLC) systematically embedded self-efficacy into daily teaching practices. Led by the Curriculum and Instructional Leadership Team (CILT), the "Model of Learning on Self-Efficacy" was presented to all staff at the first meeting, prompting panel heads to successfully integrate these principles into their Annual Reports and Schemes of Work. Concurrently, the CILT continuously reviewed the junior form curriculum to ensure the mastery of foundational skills, which was reinforced by targeted student assemblies on self-efficacy in September and October 2025.

- Professional Development and Collaborative Learning

  To foster professional growth, the school organised two highly effective Staff Development Days (SDDs). The November session equipped newly appointed teachers with practical strategies for lesson planning and classroom management. The May session, co-organised with the Information Technology Team (ITT) and led by guest speaker, explored AI integration in teaching. It was highly inspiring, earning a teacher rating of 4.26 out of 5. Furthermore, a collaborative culture was strengthened through 30 Professional Learning Community (PLC) sessions, cross-curricular lesson planning, and open classroom observations in Chinese Language and Music. All teachers engaged in reflective practices by submitting KPI questionnaires and analyzing 2025 DSE and S6 Pre-Mock statistics to inform future instruction.

- Evaluation of Impact: Survey Highlights

  The success of our pedagogical direction is strongly validated by this year's positive survey data:

  Student and Parent Stakeholder Surveys (SHS): A remarkable 94.5% of students reported taking an active role in learning, and 96.6% strive to overcome academic difficulties (both upward trends). Unanimously, 100% of teachers observed their students as self-assured learners, while 93.3% of parents noted their children's deep interest in their studies.

  Teacher Stakeholder Survey (SHS): Staff demonstrated 100% agreement that the school has established clear, trend-aligned developmental directions. Teachers rated the school's broad, balanced curriculum and assessment practices at 4.7 out of 5 (an increase from 4.6), affirming that assessment data is effectively utilised to evaluate curriculum efficacy.

  Teaching & Learning Survey, Jan–Jun 2026: Students showed measurable year-over-year growth in core academic habits. They reported improvements in reviewing learning based on feedback (4.02/5), applying effective study methods (3.89/5), setting personal learning targets (3.84/5), and engaging in extracurricular reading (3.56/5).

1.2 Enhance self-efficacy through fostering mastery experiences, facilitating peer learning, and using self-assessment

1.2.1 Foster mastery experiences and highlight role models

(a) Strategic Initiatives for Academic Recognition and Goal Setting

To systematically build student self-efficacy, the Teaching and Learning Committee (TLC) implemented immediate, positive reinforcement schemes alongside structured self-planning tools.

(b) The Academic Award Scheme (S1–S2): This targeted incentive program utilised "mortar board stickers" on student work and achievement charts. The highly visible, immediate feedback loop rewarded incremental progress, helping junior students build concrete, early mastery experiences.

(c) Structured Ceremonial Celebrations: The First Term Prize-Giving and End-of-Term Ceremonies were held as scheduled, serving as formal, public platforms to celebrate student success and spotlight inspiring peer role models.

(d) SMART Goal Formulation: During Student Support Day, students were equipped to set Specific, Measurable, Achievable, Relevant, and Time-bound (SMART) goals. At the start of each term, students formulated personalised learning plans to take direct ownership of their academic progress.

(e) Individualised Teacher Mentorship: To facilitate this, the Life Planning and Career Guidance Team (LCT) provided templates enabling class teachers to allocate individual counseling slots. Breaking down aspirations into measurable milestones significantly enhanced students' self-awareness and academic motivation.

(f) Evaluation of Impact: Cognitive and Planning Growth

The success of these goal setting and counseling initiatives is strongly validated by objective data from the Assessment Program for Affective and Social Outcomes (APASO). The Q-values for "Learning: Self-planning" showed consistent upward progress: S2 rose significantly from 98 to 108; S3 increased from 102 to 104; and S5 progressed from 109 to 110.

(g) Career-Related Self-Efficacy and Experiential Learning

To foster real-world mastery experiences, the school collaborated with partner organizations, including the Youth Life Planning Association (YLPA), to deliver form-specific Life Planning activities. This included guest speaker sessions from diverse academic fields, on-site industrial visits, and targeted job-shadowing schemes to provide professional benchmarks and role models.

This experiential learning yielded exceptional outcomes. The latest APASO data achieved highly satisfactory scores, with a P-value of 116 for "Career Information" and a Q-value of 85.7 for "Information Searching". Furthermore, YLPA activities consistently scored above 4 out of 5 in student evaluations. Qualitative feedback confirmed that these sessions successfully helped students discover personal strengths, acquire essential interview skills, and make value-driven decisions.

1.2.2 Facilitate peer learning and encourage collaborative projects

(a) To cultivate students' self-efficacy, the school provided a wide range of subject-based learning experiences that promoted peer learning, collaboration and active task engagement. Project-based learning remained a key pedagogical approach, students were able to address authentic problems, apply subject knowledge, develop critical-thinking skills and experience success through teamwork.

(b) Secondary 1 guided STEM foundations: Our S1 students engaged in a granary project that utilised scaffolded tasks to systematically build their self-efficacy. This project guided students step-by-step to develop core competencies in communication, peer cooperation, and the application of STEM concepts. By integrating modern design and programming tools—such as Fusion 360, Adobe Illustrator, Micro:bit, Arduino, and Internet of Things (IoT) technologies — the curriculum highly motivated students and connected their learning directly to contemporary engineering and technology.

(c) Secondary 2 Empathy-driven design: Our S2 students participated in elderly-centered design projects. Instead of purely theoretical planning, students worked in teams to modify physical products and design additional, practical functionalities to improve product performance. This collaborative hands-on process fostered deep empathy, honed group problem-solving skills, and allowed students to experience immediate, practical mastery.

(d) Beyond the classroom, our students actively participated in the annual STEAM exhibition and various high-level external competitions. These platforms are deliberately integrated into our educational strategy because they provide students with invaluable mastery

experiences. By showcasing their projects on public stages, students demonstrate their skills, engage in interdisciplinary peer learning, and build profound self-efficacy through collaborative problem-solving.

Highlights of our students' outstanding collaborative achievements during the 2025–2026 academic year include:

1. Global Recognition in Synthetic Biology (Cross-School Collaboration)

In October 2025, Sun Kei students joined peers from Wah Yan College (Kowloon), Shatin Tsung Tsin Secondary School, Tsung Tsin Christian Academy and Pope Paul VI College to form the "Hong Kong-HS" team. Their project, *ColoTrace*, a non-invasive colorectal cancer detection tool, won a Gold Medal at the International Genetically Engineered Machine (iGEM) Grand Jamboree in Paris.

2. Robotics and Engineering Innovations (Peer Exchange and Application)

The Robotics Team also achieved notable results. In July 2026, it received the Bronze Award in the Future Engineers category at the World Robot Olympiad Hong Kong Selection and the Seal of Approval Award at the FIRST Tech Challenge off-season scrimmage. These platforms facilitated meaningful inter-school exchange and enriched students' technical knowledge.

3. Advanced Academic Challenges (Mathematics and Mechanical Engineering)

In January 2026, four students joined the HKU Engineering x TKOGSS Racing Cup, gaining hands-on mechanical engineering experience in assembling and tuning model race cars. In May 2026, students demonstrated critical problem-solving skills at the Hua Xia Cup Mathematical Olympiad Final. Additionally, in the 2025 International Chemistry Quiz, our students excelled, securing 4 High Distinctions and 6 Distinctions.

4. Creativity and Sustainable Practices (Individual Mastery)

In September 2025, a S5 student won 1st Runner-up in the "All You Can Cook x Happy Green Campaign" Culinary Competition organised by Maxim's Group and HK Electric. Her zero-waste, three-in-one shrimp platter successfully combined high-level culinary skills with environmental creativity.

1.2.3 Foster mastery experiences and facilitate peer learning of school leaders by cultivating their reading and sharing habits

(a) To better align with diverse student interests and learning styles, the school has transitioned from the eReading Scheme to a series of dynamic reading engagement activities. By empowering students to set personal reading goals and explore literature that resonates with them, we aim to boost their self-efficacy, encourage intellectual ownership, and foster a lifelong love of independent learning.

(b) Leadership Reading Initiative: We successfully cultivated targeted reading habits among student leaders, exceeding our baseline success criteria. All Christian leaders read at least three spiritual books curated by the Library and the Religious Affairs Committee (RAC). A

streamlined book rotation system removed administrative barriers, allowing leaders to focus entirely on their intellectual and spiritual growth. Student reflections highlighted deep personal development and cognitive mastery.

(c) Integrating Reading into cross-curricular activities: By collaborating with the PSH, Chinese, and Mathematics departments, we successfully embedded reading elements into various academic weeks. Exceeding our participation targets, over 50 students actively engaged with thematic, activity-related books. High-profile initiatives, such as lunchtime mini book fairs, successfully normalised intellectual curiosity and facilitated rich, informal peer learning across the student body.

(d) Morning reading sessions and public peer sharing: We fully achieved our success criteria regarding morning reading and class teacher periods. Most notably, every student in the school delivered at least one book-sharing session. This initiative provided vital opportunities for peer learning and public speaking mastery. The strategic procurement of trendy library books and a highly successful book fair ensured classrooms were equipped with diverse, engaging materials that elevated the quality of peer-led sharing.

(e) Subject-based self-directed Reading Scheme: This cross-departmental initiative achieved outstanding results, cultivating robust, self-directed reading habits and providing meaningful academic mastery experiences. An impressive 85% of students completed all twelve reading reports, far exceeding our 70% target. Over 50 students participated in the Mathematics and Integrated Science schemes. Furthermore, a highly dedicated English reading team (the SOW Readathon) was established, demonstrating exemplary enthusiasm for peer-led book sharing.

(f) According to the SHS, 87.2% of students reported 'I often read materials such as leisure reading materials and newspapers outside class' (3.5/5).

1.2.4 Implement self-assessment

(a) To systematically develop students' academic self-efficacy, the school prioritised self-assessment and reflective practices this academic year. By establishing clear frameworks, modeling reflective habits, and providing concrete exemplars, teachers clarified expectations and guided students in generating deep, highly relevant reflections. Regular, personalised check-ins and student-aligned schedules further maximised engagement, allowing students to take profound ownership of their learning journeys.

(b) Junior Secondary Level: Structured Goal-Setting and Scaffolded Reflection

We successfully utilised dedicated Class Teacher and Life Education periods to guide junior students through structured self-reflection. During these sessions, students systematically evaluated their academic progress, reviewed personal milestones, and updated their progress-tracking portfolios. This targeted approach successfully promoted long-term metacognitive habits and strengthened academic self-efficacy through self-directed learning reviews.

Allocating dedicated reflection time during class teacher and post-examination periods successfully empowered students to draft and initiate personalised learning plans. This process built strong student confidence, helping individuals identify personal growth areas and take proactive ownership of their learning.

(c) Secondary 3 Level: Confident subject selection through peer modeling

We successfully integrated senior student sharing into the S3 subject selection process, facilitating valuable peer learning to alleviate transition stress. Moving the S4 Subject Showcase to early 2026 proved highly effective. It allowed S3 students to actively seek advice and synthesise their own academic profiles with senior peers' insights, significantly boosting their confidence in decision-making.

Through peer sharing and consultations, students clearly demonstrated mature self-monitoring and reflective attitudes. Many proactively evaluated the appropriateness of their elective choices before submission. By assessing their own academic performance and deepening their subject understanding, students confidently refined their selections, reflecting robust self-efficacy in navigating their future academic pathways.

(d) Senior Secondary Level: Academic autonomy and error journals

Subject departments successfully implemented systematic self-assessment and goal-setting practices across senior forms to build academic autonomy. Students were trained to use self-reflection tools and maintain personalised "error books" or journals to track their academic growth. The structured reflection process significantly improved students' self-awareness regarding their learning progress. Visually tracking improvement through error journals reinforced their sense of achievement and self-efficacy.

(e) According to the SHS, 89.1% of teachers agreed that 'Students reflect on and improve their learning' (4.5/5). While 69.2% of students agreed that 'I often reflect on my performance in class, test and examination results, as well as teachers' suggestions, such as their comments on my assignments, in order to reflect on and improve my learning' (3.8/5).

1.3 Develop parents' concepts about self-efficacy

(a) Recognizing that parents play a crucial role in supporting student learning, the school prioritised introducing the "Model of Learning on Self-Efficacy" to families this academic year. Our goal was to empower parents to understand, adopt, and reinforce self-efficacy principles at home, thereby creating a highly supportive and consistent environment for their children's academic and personal growth.

(b) We successfully published a dedicated bulletin on self-efficacy through the Home-School Cooperation Committee. Furthermore, the Vice Principal delivered targeted sharing sessions during the PTA Annual General Meeting and S1 Orientation Day. Parents warmly welcomed these initiatives, which effectively introduced the core principles of fostering student self-efficacy at home.

(c) These sessions successfully built vital parental awareness. Collaborating with families established a more positive, supportive learning environment, proving that aligned home-school concepts are crucial for nurturing student resilience.

(d) We will organise practical parenting workshops and establish mutual-support networks during PTA gatherings to share home coaching strategies. Additionally, we will introduce parents to everyday AI tools that assist them in supporting and tutoring their children's daily academic learning.

Reflections

1. Our initial target of curating and updating a dedicated self-efficacy resource bank monthly proved to be overly ambitious due to tight schedules. Recognizing this limitation, we successfully shifted our focus from maintaining a digital repository to delivering active, high-impact professional development. During our professional sharing sessions, we successfully introduced an innovative AI teaching application, NotebookLM, to all teaching staff. Through this targeted workshop, teachers learned how to leverage advanced AI tools to streamline lesson preparation, generate curriculum materials, and design effective differentiated instruction, thereby directly enhancing their instructional confidence.
2. This strategic pivot revealed that consistent, high-quality resource curation was less impactful than hands-on, collaborative learning. Moving forward, the school will prioritise these dynamic, technology-driven sharing sessions to keep our teaching staff abreast of modern educational trends, ensuring they remain highly confident in utilizing emerging technology to address diverse student learning needs.
3. The combination of diverse award opportunities, the S1–S2 visual "mortar board sticker" scheme, and formal ceremonies serves as a powerful, cumulative driver of student self-efficacy. Publicly celebrating these achievements at the First Term Prize-Giving and End-of-Term Ceremonies successfully established a prestigious platform to showcase varied student talents and reinforce a healthy, achievement-oriented school culture where academic and personal growth are highly valued. Furthermore, feedback from key stakeholders confirmed that these structured incentives successfully translated into heightened student engagement in daily classroom activities, as students felt visibly motivated to strive for continuous progress.
4. Similarly, breaking down academic aspirations into structured, bite-sized SMART goals during Student Support Day successfully provided students with cumulative mastery experiences that directly enhanced their self-belief, as corroborated by our upward-trending APASO self-planning scores. To consolidate these positive outcomes in the coming academic year, the school will focus on leveraging peer role models by showcasing exemplary student goal-tracking portfolios and progress profiles during assemblies and class teacher periods. By highlighting these relatable peer success stories, we aim to inspire the wider student body to adopt proactive self-planning habits and foster a highly collaborative, self-directed learning environment.

5. Finally, while our collaboration with the YLPA yielded highly satisfactory career-planning outcomes, evaluations revealed a critical gap: despite strong career awareness, many students lacked the emotional courage to confidently embrace future challenges. To bridge this gap, future programs will shift from basic career literacy toward actively building emotional resilience and self-belief. Moving forward, we will optimise scheduling protocols to prevent extracurricular conflicts with core workshops and invite a more diversified panel of alumni and guest speakers to serve as relatable role models, equipping students with adaptability and confidence to navigate their future paths.

Feedback & Follow up

1. While our academic incentive schemes have yielded highly positive results, a comprehensive approach to self-efficacy must celebrate a broader spectrum of student achievements. In the upcoming academic year, the school will expand its recognition frameworks to systematically incorporate non-academic metrics, including leadership, sportsmanship, community service, and artistic expression. By diversifying these pathways, we will provide more opportunities for students of all talents to experience personal mastery, thereby cultivating enduring self-belief and a more inclusive school culture.
2. Building on the success of our Leadership Reading Initiative, we will sustain the program and invite more leaders to join. This expansion will diversify our student leadership cohorts, fostering cross-disciplinary peer modeling and intellectual curiosity across the student body. To further consolidate these literacy-based mastery experiences, we will extend reading partnerships to more academic departments, utilizing targeted award schemes, academic weeks, and reflective journals to help students discover new interests and build consistent reading habits.
3. To sustain momentum in morning reading and public sharing, the school library will arrange interactive new-book displays and collaborate with teachers and student leaders to produce short book promotion videos. These digital peer-modeling videos will modernise our outreach, expand the reach of student-led sharing, and harness peer influence to enrich our reading culture. Concurrently, building on the success of the English SOW Readathon team, we will establish a dedicated Chinese reading team next year to widen platforms for collaborative, peer-led sharing.
4. To optimise senior secondary academic performance, the school will strategically utilise open blocks created by dropping elective subjects to conduct dedicated consolidation classes in Chinese Language, English Language, and Mathematics. Rather than leaving this available time unguided, we will structure these periods to provide targeted, small-group and intensive exam-skills drilling. This responsive curriculum adjustment will allow teachers to address specific learning gaps, scaffold difficult concepts, and deliver timely, personalised feedback, thereby rebuilding students' academic self-efficacy and ensuring they develop a secure foundation in the core subjects prior to their public examinations.

5. In alignment with the Education Bureau's (EDB) strategic directives on digital education development, the school will prioritise integrating interactive technologies and artificial intelligence to cultivate students' digital literacy and self-directed learning capabilities. By enriching our curriculum with advanced STEM tools and equipping teachers with generative AI skills, we directly echo the EDB's vision of fostering an innovative, tech-enabled learning environment. This digital empowerment streamlines personalised instruction while building the critical problem-solving skills, ethical literacy, and adaptability students need to navigate the future digital landscape confidently.

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

Achievements

2.1 Students with a growth mindset view challenges as opportunities for learning and growth rather than as threats to their abilities

- The 2025 Moral Education Day was successfully held on September 17, 2025. Themed 'Glow up Your Life', the 'My Pledge to Act' Launching Ceremony aimed at encouraging students to embrace a "growth mindset" in overcoming challenges and continuing learning with perseverance and confidence. Guest of honour Mr. Kevin Tong, a renowned author and counsellor, shared his personal journey to inspire students to embrace growth mindsets, unique identities, and life opportunities. Following this, student representatives from Forms 1 to 6 shared their commitments before leading the entire student body in reciting the official 'Pledge to Act'.
- Through the sharing of teachers and student leaders in the assemblies and class teacher period activities, students understood that feedback, even if critical, is seen as valuable information for improvement and not as a personal attack. They learnt how to avoid developing a fixed mindset and how to cultivate a growth mindset in their daily lives. Students identified areas for growth and refined their strategies by reflecting on constructive criticism and feedback.
- Through the activities designed by the student leaders, the growth mindset is introduced by the leaders to foster resilience and perseverance. It enables students to affirm the effort they have invested throughout the year and strengthens their perseverance. Students were able to reflect on critical feedback regarding misbehavior and commit to positive daily practices.
- Students further embedded a growth mindset by embracing challenges in a 2-day-1-night experiential camp, learning to translate these experiences into long-term personal development goals for their daily lives. Through observation and post-camp records, students showed a positive shift in attitude, learning to view camp difficulties as opportunities for self-improvement rather than threats.
- 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.
- Hiking activities were held in January and March. About 81% of the participants replied that they had gained resilience and confidence, as well as enhancing their physical strength and mental health after the hiking activities.
- The 2025 Student Support Day was held on November 21, 2025, featuring dedicated half-hour individual consultations between students and their class teachers. These focused conversations allowed teachers to gain deeper insights into students' academic progress, interpersonal relationships, and career planning. Under teacher guidance, students also explored practical ways to apply a growth mindset to their development.

- On the same day, our school celebrated ‘Mental Health Day’ with the theme ‘Embrace Yourself, Create Happiness’. With the support from ELCHK Sheung Tak Integrated Youth Service Centre and the ‘Jockey Club Embrace Life Series 2.0 - School Mental Health Support Scheme’. Various booths were set up and the activities allowed students to relieve academic pressure and support their physical, mental and spiritual well-being.
- Encouraging improvements were observed in the APASO, with Q-values for psychological health subscales showing a consistent upward trend. Key advancements include:
  - **Positive Affect:** Increased from 86 to 116 for S1, and from 104 to 116 for S6.
  - **No Negative Affect:** Rose from 94 to 113 for S3, and from 106 to 116 for S6.
  - **No Anxiety:** Advanced from 85 to 99 for S4, and from 91 to 111 for S6.

2.2 To implement a growth mindset in daily life

- Various experiential activities fostered positive values across different growth stages. For S1, a 21-day challenge program encouraged goal-setting with the value of "beginning with the end in mind" through a letter to their future selves. On Life-wide Learning Day, S2 students joined a WWF program run by external professionals, enhancing environmental awareness and growth mindsets. Additionally, an S4 adventure day camp built unity and cooperation, teaching students to overcome challenges and grow alongside their peers through grade-level activities.
- The Secondary 6 Cheer Up Station, which was organised by the Parent-Teacher Association, was held in the morning assembly session on 11th February, 2026. A group of PTA committee members carefully designed and handmade star-shaped crossbody bags as gifts for all S.6 students. The star-shape refers to ‘Reaching for the Stars’, symbolising parents’ aspirations for their children to deliver their best performance and achieve excellent results in the HKDSE. The crossbody bags symbolise that parents are always the students’ strongest support, and they will accompany them through every step of their examination journey.
- Organised by the Hong Kong Values Education Teachers’ Association, the 2026 Outstanding Student Award for Values Education aims to promote values education and recognise students who exhibit excellence in the 12 core values outlined by the Education Bureau (EDB). FONG Suk-tsang from class 5S received an award in recognition of her strong sense of national identity, setting an example for her peers in promoting national unity.
- Co-organised by the Sai Kung District School Heads Association, Sai Kung and Tseung Kwan O Secondary School Heads Association and the Sai Kung District Aided Primary School Heads Association, and funded by the Yuk Ching Charity Trust, the 2025/26 Sai Kung District Students Leap Forward Award Scheme Ceremony was held on May 23, 2026. This award scheme aims to provide students with care, motivation and recognition, thereby unleashing their potential and fostering their healthy growth. Five students were nominated and honored with awards.

- To enhance staff professionalism and support educators' mental and physical health, the school organised a Staff Development Day on November 28, 2025. The afternoon session was dedicated entirely to teacher well-being, placing staff into one of three hands-on workshops: Tai Chi, Aroma Diffuser Stone Making, or Texture Painting. These interactive sessions provided a valuable opportunity for teachers to unwind, relieve stress, and learn new creative crafts simultaneously.
- The S.1 Parents' Night on September 26, 2025, successfully drew 155 parents. The evening began in the Assembly Hall with S.1 representatives sharing insights into their first month adapting to school life. Guest speaker Ms. FOK Fong-ting, a veteran social worker and certified '6As Positive Parenting' lecturer, then provided professional guidance on supporting children through this transition. Afterward, parents met with class teachers in S.1 classrooms. Their discussions covered academic performance, study methods, and healthy habits, significantly enhancing mutual understanding and trust between parents and the school.
- To strengthen home-school collaboration, the Home-School Co-operation Committee and Parent-Teacher Association jointly hosted the 1st Parents' Talk and S.2 Parents' Night on November 21, 2025. The event drew an enthusiastic response. Family therapist Ms. Rachel Ng, founder of Family Dynamics, delivered a talk titled 'Elements of a Happy Family,' offering parents practical strategies to support teenagers through adolescent challenges. Concluding the evening, Principal Mr. Ho Chun-Yan hosted a 'Home-School Communication Session,' facilitating direct, transparent dialogue between parents and the school leadership.
- The school's first ever Parent Mental Health Day on October 18, 2025, successfully attracted 70 participants to promote well-being and build a home-school support network. Veteran social worker Ms. FOK Fong-ting delivered a seminar titled 'Embrace Yourself, Create Happiness,' teaching parents to manage emotions and cultivate positive energy. Parents then joined interactive workshops, choosing from hand therapy, Tai Chi, cooking, or calendula lip balm making. This fulfilling morning equipped parents with practical stress-relief techniques while deepening their commitment to mental health.
- The Parent-Teacher Association held its 25th Annual General Meeting on the evening of October 24, 2025. With great support from parents, a total of 500 parents attended the AGM, creating a grand and lively scene. After that, Vice-principal Ms. TSUI Yuk-ching and Vice-principal Ms. NG Wai-chun gave a presentation on the topics of 'Growth Mindset' and 'Self-efficacy' respectively, sharing their educational experiences and practical strategies. The attending parents benefited greatly.
- The Parent-Teacher Association organised a family trip to the Zen Organic Farm in Ta Ku Leng, New Territories, on January 10, 2026. The activities were abundant and included an organic farm guided tour, an organic vegetable picking experience, a healthy lunch workshop, and a honey lip balm making workshop. Participating families had the opportunity to interact and collaborate, relax their bodies and minds. Precious family memories were created, which had strengthened their bonds.

2.3 Strengthen students' national identity and fostering open-mindedness

2.3.1 Implement the Civic and National Education

- To deepen students' understanding of the rule of law and national conditions, the National Education Talks were held on April 10, 2026. The school was privileged to host two esteemed guest speakers: Dr. LING Yu-shih (NPC Deputy and CUHK Honorary Research Fellow) addressed junior forms, and Mr. Yeung Ching-loong, Alexander, JP (CPPCC National Committee Member and Emperor Group Vice Chairman) spoke to senior forms. Both speakers addressed historical and cultural preservation, alongside the development of soft power across culture, education, and sports, successfully fostering national self-confidence and highlighting the vital importance of national security.
- To promote traditional heritage, the school hosted Chinese Culture Day on February 11, 2026, featuring a vibrant series of interactive booth activities in the Grace Hall and Mini Hall. Students experienced the depth of Chinese culture firsthand through immersive workshops, including traditional ornament try-ons, Chinese knots, embroidery, incense sachets, lanterns, and opera masks. Adding to the festive atmosphere, the Chinese teachers dressed in traditional Chinese attire to join in the fun with the students. This lively and joyful event successfully sparked students' curiosity and deepened their passion for Chinese heritage.
- In addition, the quiz competition 'Chinese Cultural Zhuang Yuan Hong' was successfully held in the weekly assembly on 26th May. Throughout the competition, the hosts enthusiastically asked a series of questions, while all teachers and students alike were fully engaged in the ongoing interaction between the stage and the audience.
- Encouraging results were observed in the APASO, where nearly all Q-values across the National Identity subscales reached an impressive score of 116. This exceptional performance spanned multiple key areas, specifically including 'Responsibility, Obligations', 'Proud and Love', 'National Flag, Anthem', and 'Achievements', reflecting a strong and unified sense of civic pride and national belonging among the students.

2.3.2 Provide experiential-learning opportunities for students within and outside the school

- The '24th Sai Kung District Outstanding Students Award' presentation ceremony was held on 16th August 2025. Co-organised by the Sai Kung Cultural Centre, the Sai Kung District School Heads Association, and the Sai Kung-Tseung Kwan O Youth Association, the election aimed to commend students with outstanding academic, athletic, and artistic performance, encouraging them to inspire and motivate their teenage peers to continue learning and actively serve the community. Two students won the awards of the Certificate of Appreciation (Junior Secondary), two students won the awards of the Ten Outstanding Students of the Year (Junior Secondary), one student won the award of the Certificate of Appreciation (Senior Secondary).

- The annual Student Leaders Inauguration Ceremony was successfully held on September 25, 2025. The event commenced with the outgoing Head All-round Leaders (Invictus) presenting their annual report, followed by the incoming Head and Deputy Head All-round Leaders of 'Nexus' outlining their objectives for the upcoming year. The newly elected Student Council cabinet, 'Sinfonia,' then delivered their operational briefing. Led by the new Head All-round Leaders and the Student Council President, all student leaders collectively took their oaths, pledging to serve the school, support their peers, and develop into responsible youth leaders.
- During Life-Wide Learning Day on March 27, 2026, S.1 to S.5 students engaged in experiential learning outside the classroom to broaden their horizons:
  - S.1 & S.2: Visited Tai O and Mai Po, deepening their understanding of local fishing village heritage and wetland ecological conservation.
  - S.3: Embarked on a Guangzhou exchange trip, experiencing regional cultural diversity and development opportunities firsthand.
  - S.4: Participated in an outdoor adventure camp, cultivating problem-solving skills, teamwork, and perseverance.
  - S.5: Toured diverse enterprises and institutions to explore career paths and prepare for future aspirations.
- To raise global sight-saving awareness, the All Round Leaders OLE team organised Orbis Day on April 16, 2026. Through campus activities and a charity sale, the school actively supported Orbis's mission to advance ophthalmological care. Key activities included 'Obstacle Course' and 'VR Eye Surgery Simulation'. A fundraising booth was set up to sell Orbis souvenirs and cookies baked by the Home Economics Society, with all proceeds donated to Orbis.
- To recognise remarkable achievements in extracurricular activities, the Hong Kong Extra-curricular Activities Masters' Association organised the "2025-2026 Hong Kong Outstanding Students in Extra-curricular Activities Recognition Scheme" on May 9. During the event, YAU Nga-yin (5R) was honored with the prestigious Award of Outstanding Performance.
- Organised by the Hong Kong Joint School Music Association, the 'Joint School Music Competition 2026' was successfully concluded. Our school performed with excellence with over 200 award-winning students from Form 1 to Form 5.
- The Greater Bay Area Outstanding Students Award 2025 was organised by the Hong Kong School Managers Society to commend students from the Greater Bay Area who have outstanding achievements in academics, extracurricular activities, and social services. One student won the Outstanding Award (Junior Secondary), one student won the Merit Award (Junior Secondary) and one student won the Merit Award (Senior Secondary).
- Co-organised by the Hong Kong Chinese Culture Development Association, the Confucian Academy and the Filial Piety Association, "The 20th Filial Piety Essay Competition" aimed to encourage teenagers to express their gratitude to their parents and elders through writing,

thereby promoting the spirit of filial piety. YAN Hei-lok from S.1R won the Merit Award in the Junior Secondary School section, showcasing an encouraging performance.

2.3.3 Organise study tours / cultural exchange activities

- The Yuncai Education and Cultural Exchange Association led a delegation of approximately 16 teachers and students from Yunnan to visit Sun Kei for an educational exchange on February 5, 2026. Through a series of activities – including a guided campus tour, interactive student sharing sessions, and comprehensive professional discussions – both institutions explored the educational systems and distinct characteristics of their respective regions, successfully broadening horizons for all participants.
- The school organised a three-day 'Guangzhou Sister School Exchange cum Cultural and Historical Study Tour', visiting sister school Guangzhou Guangyuan Middle School to strengthen institutional bonds. Students engaged in talent shows and sports matches, expanding their social networks and collaboration skills. Additionally, students explored Guangzhou's cultural and historical landmarks, including the Pearl River Night Cruise, Guangzhou Shennong Caotang Museum of Traditional Chinese Medicine, Sun Yat-sen Memorial Hall, and Guangzhou Urban Planning Exhibition Centre. These immersive visits provided valuable regional insights, significantly deepening students' understanding of Guangzhou's history and contemporary development.
- Our sports team participated in the "Huizhou Sports and Cultural Exchange Tour" from June 25 to 28, 2026. Students underwent track and field and basketball training at the prestigious Huizhou City Sports School, utilizing advanced equipment and receiving professional guidance to maximise their athletic potential. The tour included touring the Huizhou Olympic Stadium and competing in a friendly basketball match against local athletes. This immersive experience allowed students to refine their competitive skills, cultivate sportsmanship, build meaningful regional connections, and witness firsthand the nation's rapid advancement in sports infrastructure and development.
- Four students participated in the "10th High-Level Forum on Chinese Traditional Culture Heritage for Secondary School Students" in Beijing from July 17 to 22, 2026. Themed 'Pass on the Torch', the six-day event drew 200 regional participants for expert lectures, site visits, debates, and drama performances. Our representatives demonstrated outstanding cultural foundations and innovative thinking, winning the Cultural Craftsmanship Award, Elegant and Splendor Award, Best Design Award, and Best Creativity Award. Notably, CHEN Jing-xuan (S.4R) was selected for exclusive interviews by China Education Television and Beijing Radio & Television Station to share her insights.
- To foster international cultural exchange, our school hosted the Secondary Section of the Hong Kong Japanese School (HKJS) on January 26, 2026. Guided by Sun Kei ambassadors, the visiting students toured specialised facilities on each floor to experience the school's diverse learning environment. Afterward, both student bodies gathered in the Assembly Hall for interactive group games and discussions. They exchanged insights on Hong Kong and

Japanese cultural traditions alongside everyday lifestyle trivia. The lively, relaxed atmosphere facilitated deep cross-cultural communication, allowing students from both institutions to strengthen their historical school partnership and forge lasting personal friendships.

- Led by Vice-Principal Ms. NG Wai-chun and Ms. Lee Man-wai, twenty students embarked on a 7-day learning exchange tour to the United Arab Emirates (UAE), exploring Dubai, Abu Dhabi, and Sharjah. Participants experienced local customs firsthand by strolling through traditional souks and desert landscapes, while visits to landmarks like the Burj Khalifa, Museum of the Future, and Louvre Abu Dhabi highlighted the region's advanced technology, architecture, and urban planning. Through insightful exchanges with local businesses and universities, students significantly broadened their international horizons and deepened their understanding of the national 'Belt and Road Initiative'.
- From February 9 to 11, 2026, Sun Kei hosted 44 teachers and students from our sister school in Indonesia, Santa Laurensia High School. The visitors engaged in an array of tailored campus activities, including a guided tour, lesson auditing, sports, and traditional Chinese calligraphy and glutinous rice ball-making workshops. They also completed cultural excursions to the Hong Kong Museum of Art and the Hong Kong Heritage Museum, deepening their understanding of local art and history. This active three-day exchange allowed students from both schools to share life stories, broaden cultural horizons, and consolidate a long-standing institutional friendship.
- From August 6 to 12, twenty Sun Kei students visited our Indonesian sister school, Santa Laurensia High School, for an immersive exchange. The participants attended academic lessons alongside their Indonesian peers, experienced authentic local lifestyles through host family homestays, and took part in diverse cultural excursions. This rich blend of educational and personal experiences allowed students from both institutions to broaden their international perspectives, acquire valuable cultural insights, and build lifelong friendships, further cementing the close partnership between the two schools.
- In the APASO, an exceptional result was observed within the Global Citizenship subscale, where the Q-score for Global Awareness reached a remarkable 116 for all senior forms. This outstanding performance highlights a highly developed and consistent understanding of global issues, international perspectives, and civic responsibility among our senior student body.

Reflections

1. Marking the second year of our school's three-year development plan, the core focus remained on embedding a growth mindset. This year, we actively encouraged students to embrace challenges, cultivate perseverance, value effort, and constructively process feedback as learning opportunities rather than threats. Throughout the year, both teachers and students consistently affirmed their investments in effort, steadily strengthening student resilience. Because students were already well-versed in the foundational concepts of a growth mindset from the previous year, we are confident that both our educators and student body now possess a solid, practical grasp of this transformative mindset.
2. This year, we developed a mental health ambassadors' team. The effective use of the mental health room and the creation of mental health ambassadors have further enhanced the awareness of mental health among students and teachers.
3. Students face significant challenges stemming from family and societal pressures, making mental health a continuing priority for our school. Despite resource constraints, we hope to organise more activities—such as outdoor excursions and personal growth camps—in the coming year. These initiatives aim to help students step away from the pressures of school and home, connect with others and the natural world, and improve their mental well-being.
4. With the advancement of AI and the promotion of digital education, it has become increasingly important to strengthen students' AI literacy, their ability to connect with others, and their sense of humanistic care.
5. The collaboration with St. James' Settlement ended 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.

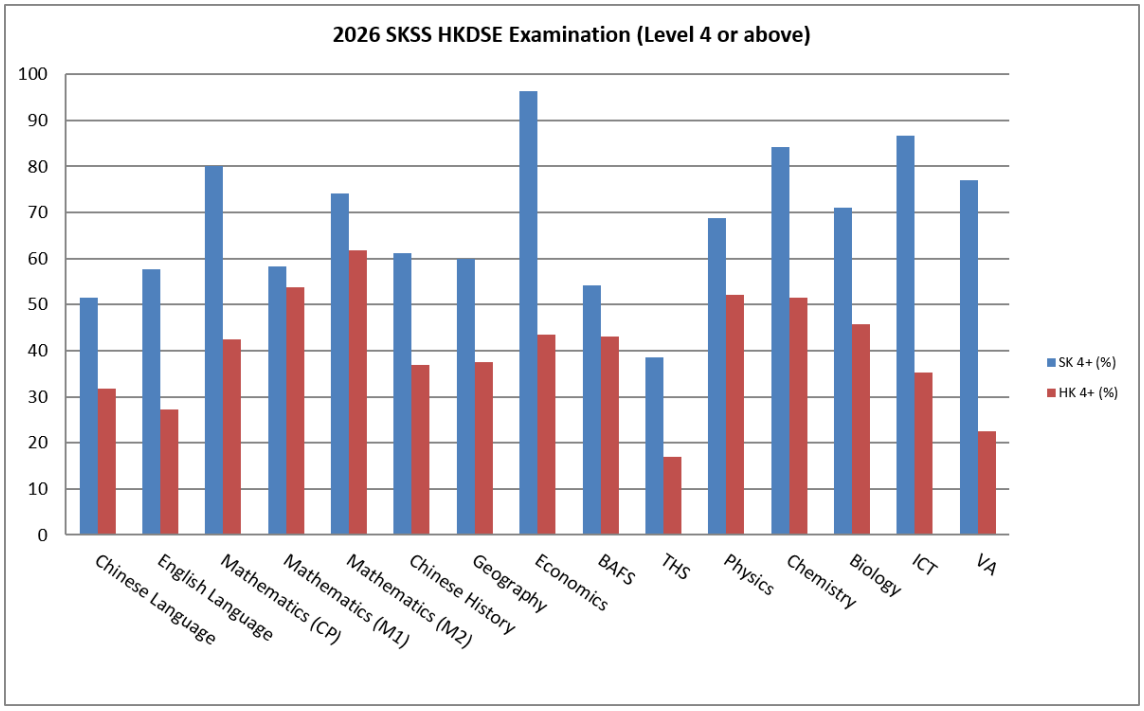
Feedback & Follow up

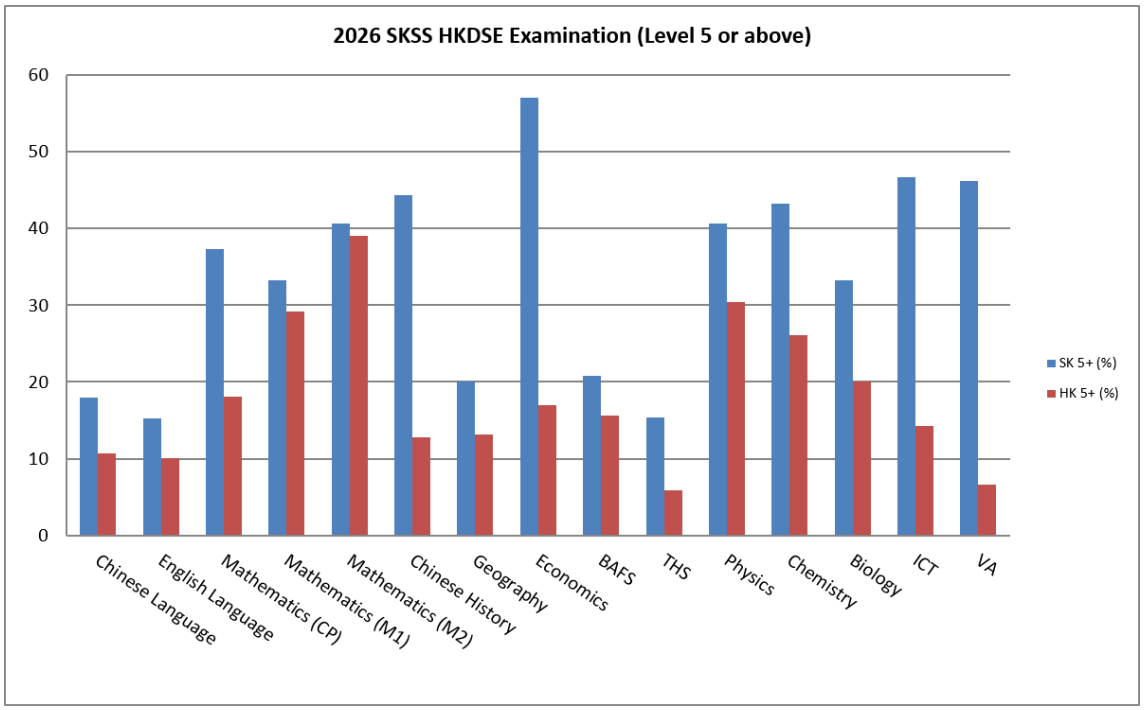
1. The three-year school major concern has entered its final year, and students have gained an understanding of the growth mindset; activities should be planned for the coming year to enable students to put this mindset into practice, adjust their approach, and deepen their understanding.
2. In the coming year, we will participate in the Mental Health Ambassador Scheme organised by the Education Bureau, enabling more student mental health ambassadors to undergo training, provide higher-quality services to their peers, and promote mental well-being.
3. Regarding student mental health, we will empower students to lead more activities that strengthen their connections with one another, while also increasing outdoor pursuits to foster resilience and a connection with nature.
4. As digital education is implemented, the coming year will see a greater focus on AI literacy and human-centric values, guiding students to learn how to use AI rather than rely on it, and helping them understand that human connection is something AI cannot replace.
5. 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. Student Performance

HKDSE Examination

Candidates of SKSS meeting the 332A-22 entrance requirement of universities for degree programmes in 2026 DSE Examination stand at 93, accounting for 83.8% 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 108, being 97.0% 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 2025 – 2026, 98.7% of junior form students and 98.1% 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 298 items this year including 27 championships, 24 second places, 29 third places, 4 first class awards, 17 second class awards, 22 third class awards, 6 gold awards, 41 silver awards, 37 bronze awards and 91 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	19-28/10/2025	International Genetically Engineered Machine Competition (iGEM)	Paris	8	1	9
2	19-26/2/2026	Belt and Road Study Tour to Dubai, Abu Dhabi and Sharjah	Dubai	20	2	22
3	26-28/3/2026	Guangzhou Sister School Exchange Programme	Guangzhou	119	12	131
4	25-28/6/2026	Huizhou Sports and Cultural Exchange Tour	Huizhou	40	4	44
5	25-26/6/2026	Citizenship and Social Development Subject's Mainland Study Tour	Foshan	110	12	122
6	11-24/7/2026	English Study Tour (Sydney)	Sydney	20	2	22
7	17-22/7/2026	The 10th Chinese Culture and Tradition Heritage Forum for Secondary School Students	Beijing, PRC	4	1	5
8	13-20/8/2026	Academic Study Tour on Culture in Indonesia	Jakarta	20	2	22
			Total	**341**	**36**	**377**

4. Financial Summary Report

Christian & Missionary Alliance Sun Kei Secondary School
Financial Summary for SY2025/26

	INCOME	EXPENDITURE
I Government Funds		
(1) Grant Accounts in EOEBG		
(a) School Specific Grants		
Administration Grant	4,041,624.00	4,960,986.21
Air-conditioning Grant	543,162.50	128,720.00
Capacity Enhancement Grant	609,252.00	589,009.14
Composite Information Technology Grant	468,347.00	422,871.32
School-based Management Top-up Grant	48,047.00	345.00
SB Speech Therapy Adm Recurrent	7,687.00	5,332.00
(b) Non-School Specific Grant (Baseline Reference)	1,858,360.43	1,965,025.71
Sub-total	7,576,479.93	8,072,289.38
(2) Grant Accounts Outside EOEBG		
AI for Empowering Learning and Teaching Funding Programme	500,000.00	7,786.00
Diversity Learning Grant - Applied Learning Courses	78,940.00	78,940.00
Diversity Learning Grant - Other Languages	25,800.00	25,800.00
Diversity Learning Grant - Other Programmes	84,000.00	102,118.00
Grant for The Sister School Scheme	-	119,587.00
Home-School Co-operation Grants	46,044.00	44,165.74
Information Technology Staffing Support Grant	343,562.00	343,562.00
Learning Support Grant Secondary School	304,304.00	297,706.85
Life-wide Learning and Sister School Grant	1,246,500.00	484,433.08
Life-Wide Learning Grant	-	450,734.18
One-off Grt for Prom. of Self-directed Lang. Learn. (PTH)	-	36,800.00
One-off Grt for Prom. of Self-directed Lang. Learn.(Eng)	-	56,032.09
One-Off Grt on Parent Education	-	26,327.90
One-Off Grt on Prom of Chi Culture Immersion Activities	-	75,349.94
One-Off Grt on Prom of Sports Ambience & MVPA60	-	42,353.74
Other Recurrent Grants - Rent and Rates	413,800.00	413,800.00
Pilot Scheme on Other Languages for Junior Secondary Student	-	98,600.00
Promotion of Reading Grant	66,176.00	88,328.15
Quality Education Fund e-Learning Funding Programme	39,200.00	39,200.00
School-based After-school Learning and Support Programmes	55,200.00	64,941.00
Student Activities Support Grant	44,850.00	44,829.00
Teacher Relief Grant	5,634,086.30	5,158,664.97
Teacher Training Grant - Special Education Needs (SEN)	41,715.00	41,715.00
The Moral and National Education Support Grant	-	11,375.29
Sub-total	8,924,177.30	8,153,149.93
II School Funds		
(1) Subscriptions/Tong Fai account	2,465,263.47	2,285,757.83
(2) Donations	442,930.00	491,930.79
(3) Grants received	233,621.23	140,748.17
(4) Approved Collection for Specific Purpose	333,250.00	288,495.55
Sub-total	3,475,064.70	3,206,932.34
Total	19,975,721.93	19,432,371.65
Surplus for the school year	543,350.28	

5. Appendices

Appendix I

Financial Statement of Composite Information Technology Grant

Income	
Grant received for the year	$468,347.00
Expenditure	
Purchase of IT-related consumables	$68,760.62
Purchase of digital resource materials for learning and teaching	$175,124.70
Internet connectivity and Internet security services	$117,378.00
Arrangement of maintenance services for school's IT facilities procured by government funds	$15,068.00
Upgrade and replacement of school's IT facilities	$45,900.00
QEF e-Learning Funding Programme	$640.00
Surplus for the year	$45,475.68

Financial Statement of Teacher Relief Grant

Income	
Surplus from previous year	$6,010,863.85
Grant received for the year (Annual recurrent cash grant)	$245,655.00
Grant received for the year (Optional cash grant)	$5,384,723.30
TSA oral examiners remuneration	$3,708.00
Expenditure	
Salaries and MPF for 8 teachers	$3,169,634.62
Salaries and MPF for 3 associate teachers, 1 school librarian, 1 graphic designer, 1 Program Assistant	$1,812,895.07
Employment of supply teacher	$101,285.28
Procurement of education-related services	
· Employment of Remedial/Enhancement class tutors	$54,500.00
· Procurement of S6 Maths mock exam service	$20,350.00
Surplus for the year	$6,486,285.18

Financial Statement of the Moral and National Education Support Grant

Income	
Surplus from previous year	$82,500.31
Expenditure	
Speaker fee and material for the Moral Education Day	$3,788.17
National security education activities (Transportation and material)	$3,909.78
Civic and national education activities	$3,677.34
Surplus for the year	$71,125.02

Financial Statement of Learning Support Grant for Secondary Schools

Income	
Surplus from previous year	$27,600.21
Grant received for the year	$304,304.00
Expenditure	
Salaries for 1 teaching assistant	$175,226.89
Service from ELCHK, Sheung Tak Integrated Youth Service Centre	
- Clinical Psychology	$49,000.00
- Mental Health Day	$4,960.00
Service from The Education University of Hong Kong (Class Dynamic Workshops)	$16,000.00
Tryangle Expressive Arts Therapy Room (Social Skill Training)	$7,680.00
Snaildy Education Limited (Attention Training)	$13,300.00
Subsidy SEN students to join homework guidance program	$25,852.50
Inclusive Mental Health Programs and Materials	$4,602.64
Freshmen Orientation Activities inclusive program	$1,084.82
Surplus for the year	$34,197.36

Report on Use of Capacity Enhancement Grant in 2025-2026 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: $609,252.00

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	Sep 2025 – Aug 2026	Salaries for employing 3 supporting staff (including 5% MPF contribution): $609,252.00	**$589,009.14**	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	**$20,242.86**		
				Total	**$609,252.00**		

*Remark: Balance will be transferred to EOEBG

Appendix III

School-based After-school Learning and Support Programmes 2025/26 s.y.
School-based Grant - Programme Report

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 38 .
(including A. 7 CSSA recipients, B. 17 SFAS full-grant recipients and C. 14 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	2	6	5	100 %	09/2025 – 08/2026	13,041.00	Attendance record		
Visits and art /culture activities	6	8	11	100 %	09/2025 – 08/2026	30,450.00	Attendance record		
Sports	6	4	8	100 %	09/2025 – 08/2026	19,950.00	Attendance record		
Communication skills and leadership training courses	0	7	0	100 %	09/2025 – 08/2026	1,500.00	Attendance record		
Total no. of activities: 4									
@No. of man-times	**14**	**25**	**24**		**Total Expenses**	**64,941.00**			
****Total no. of man-times**	**63**								

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)

_____

_____

_____

_____

_____

Appendix IV

Christian & Missionary Alliance Sun Kei Secondary School
Education Bureau Diversity Learning Grant
Funded Other Programme (Gifted Education)
2025 – 2026 Evaluation Report

Subject / Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Chinese Department	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 2025 to May 2026	Students learn from the regular course and take part in debate competitions	Funding secures expert coaches for intensive pre-competition training, giving students advanced tools, personalized mentorship, and equal opportunities to excel in debate.	$6,740
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 2025 to May 2026	Students learn from the regular course and take part in debating competitions	The debate training course provides essential resources, expert coaching, and regular practice sessions for senior form students. This ongoing funding sharpens their critical thinking, public speaking, and argumentation skills, directly boosting their HKDSE preparation. Continued investment in these areas builds lasting confidence and drives 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	• 1-2 S4 to S5 students • Nominated by English Department with specific criteria	Courses from Sep 2025 to Aug 2026	Students complete the courses and fulfill the course requirements	Some S4 and S5 students were invited by the English teachers to join the CUHK Program for the Gifted and Talented this year. However, they declined the opportunity, expressing limited interest in the offered courses. Given the low student response, we may consider reallocating this funding to other talent development initiatives next year. Therefore, the allocated funds were redirected this year toward senior form high-achievers to enhance their HKDSE preparation. Specifically, the budget financed an AI-powered speaking platform tailored for senior students to engage in self-directed oral English proficiency training.	$38,400
Physics	Tutorial for the Physics Olympiad team	To enrich students' knowledge in Physics. To equip students with advanced skills to solve problems in Physics.	• 5-10 S4 students and elites nominated by Physics teachers with specific criteria	At least 24 hours of training from Oct 2025 to May 2026	Students complete a set of assessments for each lesson Students are nominated to participate in Physics Olympiad competitions.	7 students completed the 25 hours training. We had 7 S4 students participated in 2026 Sing Ying PhyO and HK Physics Olympiad Competition in May 2026.	$5,000
Physics	Physics in Motion by Ocean Park Academy	To help students explore the relationship between Physics and daily life, consolidating their knowledge to prepare for public exams.	• 48 S4 students who took Physics as their elective	29/6/2026 Post exam Activity	Students complete the program and share their learning with other students.	25 S4 physics students completed the 1-day program in June and shared their experimental findings among groups. They formed four groups and made models of tracks of the rollercoaster. Students were engaged and they learnt the daily physics from the design of rollercoasters.	$4,760

STEAM/ Physics	Other Physics/ STEAM/ Robotics Competitions/ pull-out programs	To support ad-hoc Physics, STEAM, and Robotics competitions in the department or team throughout the year.	• 5-10 S4-S6 students nominated by Physics teachers with specific criteria	Whole year	Students participate in Physics, STEAM, and Robotics competitions and successfully obtain attendance certificates with satisfactory results.	2 S5 students, together with other 10 junior students participated in WRO (World Robot Olympiad 2026) competition and the DBS FTC competition in July. They got the Bronze Award.	$1,320
Robotics Team	FTC Robotic Training Course	To enable participation in international robotics competitions.	• 4-15 S4 to S5 students and elites nominated by Teacher-in-charge based on the robotic experiences and enthusiasm towards FTC Robotic Competition	At least 38 lessons from Oct 2025 to June 2026	Students are nominated to participate in FTC Robotics competitions.	5 S4 to S5 students, together with 10 junior students participated in the FTC robotic competition. We bought two new 3D printers and the field required by the FTC.	$25,898
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 2025 to Aug 2026	Students complete the courses and fulfill the course requirements	Nominated 2 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.	$6,000

Information and Communication Technology (ICT)	Drone programming courses	Demonstrate ICT integration with drones.	• 6-8 S4 to S5 students Nominated by ICT teachers based on the problem-solving and programming skills.	2-3 lessons from June 2026 to Aug 2026	Students should be able to assemble, program and operate drones.	The proposed drone programming course was restructured to focus on robotic arm operations, with all associated course fees fully covered by alternative funding sources.	$3,400
Information and Communication Technology (ICT)	Training for HKOI	Equip students with advanced problem-solving and algorithmic thinking.	• 6-8 S4 to S5 students Students interested in participating in HKOI competition.	4-6 lessons from Mar 2026 to Aug 2026	Students should master the algorithms, such as sorting, searching, stack and dynamic programming.	The course was held successfully and students showed improvement in analysing problem and writing logic for algorithm challenges.	$1,800
							$102,118

Appendix IV

Christian & Missionary Alliance Sun Kei Secondary School
Education Bureau Diversity Learning Grant
Funded Other Languages (Japanese)
2025 – 2026 Evaluation Report

Subject / Domain	Programme	Objective(s)	Targets (No./level/selection)	Duration/ Start Date	Deliverables	Evaluation	Expenditure
Japanese	New Secondary School - Other Languages Programme (Japanese)	To prepare students for the Japanese-Language Proficiency Test (JLPT), which aligns with the HKDSE Category C (Other Languages) subjects requirement	• 7 S4 to S5 students	Courses from Sep 2025 to July 2026	Students learn from the regular course provided by the organization	The Japanese Language Programme provides essential learning resources, expert instruction, and structured exam preparation for senior secondary students. This continuous funding enhances students' language proficiency, cultural understanding, and critical listening and reading skills, directly preparing them for the JLPT and the HKDSE Category C (Other Languages) examination. Continued investment in this programme builds students' global perspectives and drives overall academic success.	$30,100

Appendix V

Christian & Missionary Alliance Sun Kei Secondary School

Report on the Use of the Promotion of Reading Grant

(2025 – 2026 School Year)

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 books have been acquired. It is useful to draw the attention of students to read.
   - More creative reading activities 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	$60,986.15
Reading Activities	• All students	$10,193.52
Prizes for Reading Scheme and Programme	• All students	$8,028.48
Newspaper & Magazines	• All students	$9,120.00
	Total:	$88,328.15
	Unspent Balance:	$37,798.25

Appendix VI

Christian & Missionary Alliance Sun Kei Secondary School

Report on Use of One-off Grant on Parent Education (Secondary)

(2025 – 2026 School Year)

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

Surplus from previous year: $190,525.6

Expenditure and Evaluation:

	Area	Proposed expenditure in school year 2025-2026	Expenditure in school year 2025-2026	Evaluation
i.	Organising structured or thematic parent education programme	$30,000	$9,700.0	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	$10,000	$14,186.0	
iii.	Developing school-based parent education resources	$10,000	$2,441.9	
	Total:	$50,000	$26,327.9	

Appendix VII

Christian & Missionary Alliance Sun Kei Secondary School

Report on Use of One-off Grant for Promotion of Sports Ambience and "MVPA60" in Schools (2025/2026 School Year)

Teacher-in-charge: Mr. Liu Chi Yung

Income:

Surplus from previous year: $55,384.67

Expenditure and Evaluation:

	Area	Proposed expenditure in school year 2025-2026	Expenditure in school year 2025-2026	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	$0.00	$0.00	--
ii.	Organising diversified PE-/sports-related learning activities/competitions, or subsidising students to participate in such activities	$25,000.00	$23,952.00	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	$4,000.00	$3,537.00	
iv.	Purchasing or upgrading PE/sports equipment in schools	$25,000.00	$14,865.00	New equipment can introduce a broader range of sports and activities, keeping students interested and motivated.
	Total:	$54,000.00	$42,354.00	

Appendix VIII

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 (2025/2026 學年)

負責老師：沈東昊老師

上學年餘額：$211,254.80

本校將分階段（2425 年度, 2526 年度及 2627 年度）運用「推廣中華文化體驗活動一筆過津貼」

	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	$30,000	$18,429.94	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。2025-2026 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	$10,000	$4,620.00	
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	$20,000	$13,100.00	
4.	發展有關中華文化的課程	--	$20,000	$11,200.00	
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	$20,000	$9,000.00	
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	$19,000.00	
7.	其他（請註明）:	--	$0	$0	
	總開支金額		$120,000	$75,349.94	
	餘額			$135,904.86	

Appendix IX

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)

(2025 – 2025 School Year)

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

Income: $200,000

Expenditure and Evaluation:

	Area	Proposed expenditure in school year 2025-2026	Expenditure in school year 2025-2026	Evaluation
i.	Purchasing resources on AI writing analysis for all students	$50,000	$48,000	The AI writing analysis platform enabled all students to receive personalized, instant feedback on their essays, which significantly enhanced their self-directed learning capabilities and overall English writing confidence. 'Diversity Learning Grant' was used to fund the subscription to the AI speaking analysis platform, enabling all students, particularly the senior form to receive instant pronunciation feedback, which significantly enhanced their self-directed oral practice, English speaking confidence, and overall communicative competence for DSE speaking format. The FIERO! creative storytelling workshop boosted student engagement, fostered self-expression, and greatly enriched the campus language learning atmosphere through interactive practice. Procuring the microphone and camera stand provided essential audio-visual support, enabling effective student speech recording, self-review, and confidence-building during oral training.
ii.	Purchasing resources on AI speaking analysis for all students	$50,000	$0	
iii.	Organising English student activities and competitions to enhance the language learning atmosphere	$0	$5,000	
iv	Procuring resources for promoting self-directed language learning	$0	$3,032.09	
	Total:	$100,000	$56,032.09	

Appendix X

Christian & Missionary Alliance Sun Kei Secondary School

Report on the Pilot Scheme on Other Languages for Junior Secondary Students

(2025 – 2026 School Year)

Teacher-in-charge: Ms Ng Wai Chun

Income: The total amount of grant: $250,000 (From School Year 2025/26 to 2026/27)

Expenditure and Evaluation:

	Area	Proposed expenditure in school year 2025-2026	Expenditure in school year 2025-2026	Evaluation
1	Hire an external service provider to conduct the **Japanese** courses, which are delivered through face-to-face instruction enabling experienced instructors to interact with students and provide timely feedback	$57,500	$45,000	Both the Japanese and Spanish beginner programs operated with two classes each, capped at ten students per class to ensure focused, small-group instruction. The courses to some extent inspired students to consider taking a DSE language subject. Additionally, regular tests and dictations effectively differentiated students' potential and language aptitudes, providing clear guidance for advanced study.
2.	Hire an external service provider to conduct the **Spanish** courses, which are delivered through face-to-face instruction enabling experienced instructors to interact with students and provide timely feedback	$57,500	$49,000	
3	Purchase learning and teaching materials specifically designed for the Japanese and Spanish courses covered under this Pilot Scheme	$10,000	$4,600	
	Total:	$125,000	$98,600	

Appendix XI

Christian & Missionary Alliance Sun Kei Secondary School

Report on the Use of AI for Empowering Learning and Teaching Funding Programme

(2025 – 2026 School Year)

Teacher-in-charge: Ms Ng Wai Chun

Income:

The total amount of grant: $500,000 (From School Year 2025-2026, 2026/27 to 2027/28)

Proposed expenditure:

	Areas	Proposed activities	Actual expenditure in school year 2025-2026
1.	Purchasing/subscribing to/leasing: (a) Software (b) Hardware (c) Platforms (d) Learning and teaching resources (e) School-based AI application solutions	1. Implement AI-assisted teaching in at least three subjects/key learning areas, and develop at least six teaching examples or sets of learning and teaching resources with the application of AI 2. Conduct at least three open classes or classroom demonstrations on AI-assisted teaching in at least three different subjects/key learning areas 3. Organise at least three experience-sharing sessions on AI-assisted teaching	(c) Platforms $8,000 (NotebookLM)
2.	Subsidising students' participation in AI-education-related activities organised or recognised by the school	Host or arrange for students to participate in at least two student activities focusing on enhancing students' AI literacy and skills	--
		Total:	**$8,000**

Appendix XII

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 (2025/2026 學年)

負責老師：沈東昊老師

津貼金額：$200,000

本校將分階段（2526 年度及 2627 年度）運用「推廣自主語文學習（普通話）一筆過津貼」

	範疇	內容	學年預計支出	學年支出	評估
1.	採購和/或訂閱學習資源	如點讀筆、電子書資源等	$40,000	$0	本校素來重視推廣普通話學習，常年透過學習日、朗讀分享會、線上自學平台及交流活動等多元途徑，潛移默化，提升學生普通話應用能力與自學素養。2025-2026 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。來年將更善用此項撥款，深化自主學習體驗，豐富聽說訓練內涵，全面營造校園普通話自學氛圍。
2.	聘請不屬編制內的普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	自學平台服務	$40,000	$32,000	
4.	其他（請註明）:	其他自學普通話服務或資源	$5,000	$4,800	
	總開支金額		$85,000	$36,800	
	餘額			$163,200	

Appendix XIII

Christian & Missionary Alliance Sun Kei Secondary School
Report on the Use of the Student Activities Support Grant
(2025/2026 School Year)

I. Financial Overview

A	Allocation in the Current School Year:	$44,850.00
B	Expenditure in the Current School Year:	$44,829.00
C	Unspent Amount to be Returned to the EDB (A – B):	$21.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	2	$3,800.00
Full-grant under the School Textbook Assistance Scheme	20	$30,174.00
Meeting the school-based financially needy criteria	11	$10,855.00 (capped at 25% of the total allocation for the school year)
Total	**33**	**$44,829.00**

(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 ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Coding Team & Robotics Team	Cross-Disciplinary ($	12	$12,325.00	✓	✓		✓	
2	Musical Instrument Class	Arts (Music)	14	$15,500.00			✓		
3	Sports Team	Physical Education	13	$13,950.00	✓		✓		
4	Chinese Calligraphy	Chinese Language	3	$2,880.00					
5	Leasdership training	Leadership Training	1	$174.00	✓			✓	✓
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 1		**43**	**$44,829.00**					

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									
3									
4									
5									
(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	**43**	**$44,829.00**				

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):	VP. Mr. Liu Chi Yung

Appendix XIV

Christian & Missionary Alliance Sun Kei Secondary School
Report on the Use of the Life-wide Learning and Sister School Grant
2025 – 2026 School Year

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type, please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is selected, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)													
1	Enrichment Programme for Gifted and Talented Learners	Oct 2025 to Aug 2026	To provide alternative learning opportunities for gifted and talented learners.	S1-5, 10	0	0	0	$4,000.00		A2 Intellectual Development		B5 Observation B6 Written report and record		Mostly achieved
2	Life Wide Learning Day	27 Mar 2026	To provide students learning opportunities in real contexts and authentic settings.	S1-5, over 600	0	0	0	$29,554.00		A1 Values Education A2 Intellectual Development A3 Community Service		B1 Questionnaire B5 Observation B6 Written report and record		Fully achieved
3	Academic Days and Activities	Oct 2025 to Jun 2026	To widen students' exposure in knowledge of different subjects in a fun way and to expand students' talents.	All levels, over 700	0	0	0	$4,135.14		A2 Intellectual Development A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation B6 Written report and record		Fully achieved
4	Career and Life Planning Activities	Oct 2025 to Aug 2026	To organise activities, such as workshops and workplace visits, enabling students to explore and enhance a career and life planning development.	All levels, over 700	0	0	0	$7,380.00		A5 Career-related Experiences		B6 Written report and record		Mostly achieved
5	Student Leaders training	Sep 2025 to Jul 2026	To nurture students' leadership and communication skills. To subsidise the fees of training and transportation.	S2-S5, 73	5	0	0	$218.85		A1 Values Education		B5 Observation		Mostly achieved
6	Student Leaders' Team-Building Camp	3-4 Oct 2025	To build up the teamwork of student leaders. To broaden their horizons and bring their talents into full play.	S2-S5, 73	5	0	0	$47,858.20		A1 Values Education		B5 Observation		Fully achieved
7	Student Council Election	Sep 2025	To strengthen electoral education to engage and motivate voters.	All levels, over 700	0	0	0	$1,097.47		A1 Values Education		B5 Observation B6 Written report and record		Fully achieved
8	Volunteer Service Team Project	Sep 2025 to Aug 2026	To broaden students' horizons and to nurture positive values and attitudes through social services	S1-S5, 20	5	0	0	$1,586.00		A3 Community Service		B2 School Meeting and Discussion		Fully achieved
9	ECA Subsidisation for Financial-needed Students	Sep 2025 to Jul 2026	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.	S1-S5, 40	0	0	0	$44,440.00		A1 Values Education A2 Intellectual Development A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A6 Patriotic Education A7 Digital Education, Artificial Intelligence and STEAM Education A8 Student Mental Health		B6 Written report and record		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type, please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is selected, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is selected, please provide details in this column)	
10	Local Inter-school Competitions and Events (PE)	Sep 205 to Jul 2026	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.	All levels, 200	0	0	0	$38,606.00		A4 Physical and Aesthetic Development		B5 Observation		Fully achieved
11	Local Inter-school Competitions and other Events (Music, Aesthetic and other ECA)	Sep 2025 to Jul 2026	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, extra training fee etc. To broaden students' horizon, enhance their technical skills and develop their sense of belonging.	S1-S5, 400	0	0	0	$52,636.00		A1 Values Education A2 Intellectual Development A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences		B5 Observation B6 Written report and record		Fully achieved
12	Other Extra-curricular Activities and Other Learning Experiences (Music, PE, Aesthetic and other ECA)	Sep 2025 to Jul 2026	To enrich students' learning experiences by defraying the activity and travelling expenses for different students activity or society/club/interest groups during Post-exam period or picnic day, to purchase equipment, instruments and consumables for implementation of activities. To provide opportunities for all students to join different kind of activities to enhance their skills and develop their sense of belonging.	All levels, over 700	10	0	0	$67,034.43		A1 Values Education A2 Intellectual Development A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation		Fully achieved
13	Personal Growth Programme for targeted group: ToughSKian	Oct 2025 to Jul 2026	To nurture students' perseverance, positive attitude and social skills.	S1-4, 30	3	0	0	$4,442.73		A1 Values Education A8 Student Mental Health		B1 Questionnaire		Fully achieved
14	Conservation Exploration	Jan to Jul 2025	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.	S2, 125	8	0	0	$0.00		A1 Values Education		B6 Written report and record		Generally achieved
15	Humanitarian Exploration Programme	Oct 2025 to Jul 2026	To instill a sense of humanitarian care and take humanity into action.	All levels, 100	0	0	0	$1,700.00		A1 Values Education		B1 Questionnaire B5 Observation		Generally achieved
16	Personal Growth Training Camp for S3 Students	Oct 2025 to Jul 2026	To train up S2 & 3 students with life skills and communication skills.	S3, 30	3	0	0	$11,976.10		A1 Values Education A4 Physical and Aesthetic Development		B1 Questionnaire B5 Observation		Fully achieved
17	Adventure Day Camp Programme	March 2026	To promote life education and guide students to think about the meaning of life, and to strengthen students' sense of belonging to the school.	S4, 120	15	0	0	$23,654.00		A1 Values Education		B2 School Meeting and Discussion		Mostly achieved
18	Positive Education Movie Appreciation	Sep 2025 to Jul 2026	To promote positive growth mindset and to facilitate students excellent life.	All levels, 100	10	0	0	$0.00		A1 Values Education A6 Patriotic Education A8 Student Mental Health		B1 Questionnaire B5 Observation B6 Written report and record		Not achieved
19	Values Education Activities	Sep 2025 to Jul 2026	To promote thanksgiving and caring character, and to nurture students' positive values and attitudes.	All levels, 100	0	0	0	$6,255.00		A1 Values Education A6 Patriotic Education A8 Student Mental Health		B5 Observation B6 Written report and record		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type, please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is selected, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is selected, please provide details in this column)	
20	School Team Training for Music activities	Sep 2025 to Aug 2026	To organise school teams training and training camp, including coach fees, cost of friendly matches and accessories for training, consumables for music activities. To broaden students' horizon, and to enhance their technical skills and develop their sense of belonging.	All levels, over 700	0	0	0	$177,430.00		A1 Values Education A2 Intellectual Development A3 Community Service A4 Physical and Aesthetic Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation B6 Written report and record		Fully achieved
21	School Team Training for Physical education activities	Sep 2025 to Jul 2026	To organise school teams training and training camp, including coach fees, cost of friendly matches and accessories for training.	All levels, 200	0	0	0	$2,878.00		A4 Physical and Aesthetic Development		B5 Observation		Mostly achieved
22	School Team Training for STEAM activities (Science Research Team)	Sep 2025 to Aug 2026	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.	S1-S5, 40	0	0	0	$11,512.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation		Fully achieved
23	School Team Training for Coding Team	Sep 2025 to Aug 2026	To organise school teams training, including coach fees and accessories for training. To broaden students' horizon, and to enhance their technical skills and develop their sense of belonging.	S1-S5, 40	0	0	0	$14,760.00		A7 Digital Education, Artificial Intelligence and STEAM Education		B1 Questionnaire B5 Observation		Fully achieved
24	Higher Order Thinking Skills Programme	Oct 2025 to Aug 2026	To provide students with opportunities to enhance higher order thinking skills through high order thinking training courses, debate training and competitions.	S2-5, 40	0	0	0	$0.00		A2 Intellectual Development		B1 Questionnaire		Not achieved
25	English Learning Activities – Activities such as English Week, competitions, workshops, training programmes	Sep 2025 to Aug 2026	To provide students with opportunities to learn English through a series of out-of-class-activities and use the language in authentic situations.	S1- S5, 610	0	0	0	$9,107.37		A1 Values Education A2 Intellectual Development		B2 School Meeting and Discussion B5 Observation		Fully achieved
26	Drama Appreciation – Watching drama plays, with pre- or post show workshop and learning activities	Feb to Aug 2026	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.	S1- S5, 610	0	0	0	$2,042.91		A1 Values Education A2 Intellectual Development		B2 School Meeting and Discussion B5 Observation		Fully achieved
27	Reading and Speaking Activities – Attending workshops related to public speaking and producing audio books or videos	Sep 2025 to Aug 2026	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.	S1- S5, 300	0	0	0	$1,800.00		A1 Values Education A2 Intellectual Development		B2 School Meeting and Discussion B3 Professional Sharing in School		Fully achieved
28	S1-S5 Mathematics Olympiad Class	Sept 2025 to May 2026	To provide systematic training for mathematics competitions and select members to represent the school to participate in different inter-school mathematics competitions.	S1-S5, 30	0	0	0	$37,680.00		A2 Intellectual Development		B1 Questionnaire B6 Written report and record		Fully achieved
29	Animal Corner in Integrated Science Laboratory	Sep 2025 to Aug 2026	To allow students to get the first-hand experience of taking care animals, observing their growth, and developing a sense of respecting lives.	All levels, 240	0	0	0	$11,807.50		A1 Values Education		B6 Written report and record		Mostly achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Category of the Activity^		Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "A9 Others" is selected, please provide details in this column)	(Select one or more suitable option(s) from the pull-down list)	(If "B7 Others" is selected, please provide details in this column)	
30	Biology Field Studies Camp and Other Learning Activities/Programs	Sep 2025 to Jul 2026	To stimulate students' active interest in Biology and to widen their exposure in cutting-edge biological knowledge and to enrich students' out-of-classroom experiential learning experience.	S5, 45	2	0	0	$15,700.00		A1 Values Education A2 Intellectual Development A5 Career-related Experiences A7 Digital Education, Artificial Intelligence and STEAM Education		B5 Observation B6 Written report and record		Fully achieved
31	Chinese history field trip(s)	Oct 2025 to Jul 2026	To enhance students' knowledge through various Chinese History activities.	S3-S5, 22	1	0	0	$8,700.00		A2 Intellectual Development		B1 Questionnaire B3 Professional Sharing in School B6 Written report and record		Mostly achieved
32	Docent Training Workshop	Oct 2025 to Jul 2026	To train students to become docents, having personally planned field trip itineraries, historical content presentations, and related skills.	S3-S4, 15	1	0	0	$0.00		A1 Values Education A2 Intellectual Development A5 Career-related Experiences		B1 Questionnaire B3 Professional Sharing in School B5 Observation B6 Written report and record		Not achieved
33	BAFS Money Management Experiential Program	June to July 2026	To equip students with personal finance management skills through adventure program.	S3, 120	0	0	0	$2,500.00		A2 Intellectual Development A4 Physical and Aesthetic Development		B5 Observation B6 Written report and record		Fully achieved
34	Geographical Skill Training Camp & Field Trips	Sep 2025 to Aug 2026	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.	S4-S6, 80	2	0	0	$6,400.00		A1 Values Education A2 Intellectual Development		B5 Observation		Fully achieved
(Please insert rows above if the space provided is insufficient.)														
							Total actual expenses of item 1.1	$648,891.70						
1.2	Non-local Activities													
1	Overseas English Learning Tour	Jul to Aug 2026	To enhance students' English languages and social skills, and broaden their horizon.	S3-5, 20	2	0	0	$72,180.00		A2 Intellectual Development A5 Career-related Experiences		B3 Professional Sharing in School B5 Observation		Fully achieved
2	Overseas Cultural Exchange Tours	Feb to Aug 2026	To broaden students' horizon, experience in cultural differences and enhance social skills.	S1-5, 50	5	0	0	$84,088.00		A2 Intellectual Development A5 Career-related Experiences		B3 Professional Sharing in School B5 Observation		Fully achieved
3	Non-local Competitions (if any)	Oct 2025 to Aug 2026	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.	S1-5, 15	2	0	0	$54,666.56		A2 Intellectual Development		B3 Professional Sharing in School B5 Observation		Fully achieved
4	Guangzhou Sister School Exchange cum Cultural and Historical Study Tour	Mar, 2026	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.	S3, 125	13	1	0	$194,928.00	Guangzhou Guangyuan Middle School, The Second High School Attached to Beijing Normal University	A1 Values Education A2 Intellectual Development		B3 Professional Sharing in School B5 Observation		Fully achieved
(Please insert rows above if the space provided is insufficient.)														
							Total actual expenses of item 1.2	$405,862.56						
							Total actual expenses (sum of items 1.1 and 1.2)	$1,054,754.26						

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

Areas	Students' Learning Need *(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)*	Anticipated Target *(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	Evaluation Result, Reflection and Follow-up *(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	At present, students actively participate in a diverse range of life-wide learning activities, including academic enrichment, language learning, leadership training, community service, competitions, cultural exchange, field studies, music, physical education, STEAM, career-related learning and personal growth programmes. Their positive participation demonstrates a willingness to extend learning beyond the classroom. Through authentic experiences, students have strengthened communication, collaboration, problem-solving, creativity, self-management and social skills. School-wide activities, subject-based programmes, team training and non-local exchanges have broadened their horizons and enhanced their confidence. Financial support has also enabled students with economic needs to participate more equitably. To promote whole-person development, students need diversified, progressive and inclusive learning opportunities that cater for different interests, abilities and developmental needs. They need to deepen intellectual curiosity, positive values, national identity, community awareness and appreciation of Chinese culture. Opportunities for physical and aesthetic development are also essential for a healthy and balanced lifestyle. In response to a rapidly changing world, students require greater exposure to career-related experiences, digital education, artificial intelligence and STEAM education. Mental-health education and structured reflection should also be incorporated to strengthen resilience and help students connect their experiences with future pathways.	With the support of the Life-wide Learning Grant, the school aims to provide inclusive, balanced and meaningful learning experiences that align with the seven learning goals: national identity and global perspective, breadth of knowledge, language proficiency, generic skills, digital literacy, life planning and a healthy lifestyle. Through a broad range of local and non-local activities, students of different year levels, abilities and backgrounds are encouraged to participate actively in academic, cultural, service, physical, artistic, career-related and personal-development programmes. The Grant reduces financial barriers and complements formal curriculum learning through authentic and experiential activities. Academic enrichment, field studies and competitions enhance students' breadth of knowledge and higher-order thinking. English activities, drama appreciation and overseas learning strengthen language proficiency and global awareness. Leadership training, service learning, Chinese history activities and cultural exchanges nurture positive values, generic skills, national identity and civic responsibility. Coding, science research and STEAM programmes develop digital literacy, creativity and problem-solving skills. Career and life-planning activities, including financial-management programmes, support students in making informed choices for further studies and future careers. Music, sports, outdoor learning and personal-growth programmes promote physical and mental well-being. Students are also encouraged to reflect on and consolidate their learning experiences, so that they can apply the knowledge, skills and values acquired to their studies, daily life and personal development.	The school made effective use of the Grant to organise 34 local and four non-local life-wide learning activities, covering academic enrichment, language learning, leadership, community service, physical and aesthetic development, career exploration, cultural exchange, digital education, STEAM, mental health and personal growth. Total actual expenditure was $1,054,754.26, comprising $648,891.70 for local activities and $405,862.56 for non-local activities. Most activities were evaluated as fully achieved, indicating that the Grant successfully broadened students' learning experiences, enhanced access to diverse opportunities and supported whole-person development. Nevertheless, several activities were assessed as mostly, generally or not achieved. The school will strengthen programme planning, attendance monitoring, communication with students and the setting of clear success criteria, particularly for targeted personal-growth, values-education and mental-health programmes. More systematic use of questionnaires, observation records, student reflections, written reports and sharing sessions will be adopted to evaluate learning outcomes. Activity coordinators will review participation, effectiveness and cost-effectiveness, while strengthening curriculum links and follow-up tasks. The school will also explore more targeted support for senior-form students' mental well-being and life-planning needs, ensuring that activities provide sustained and meaningful support for students' overall development.

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

No.	Areas	Content of Reflection and Follow-up
1	**Form/Content of the activity**	A. The Guangzhou Sister School Exchange Cum Cultural and Historical Study Tour---During the 3-day exchange, students actively participated in a rich blend of educational, cultural, and interactive activities. At the sister school, Guangzhou Guangyuan Middle School, students toured the campus, showcased their talents in the arts carnival and talent show, and bonded with local peers through friendly ball games. Beyond campus activities, students gained valuable historical insights at the Memorial Museum of Generalissimo Sun Yat-sen's Mansion, explored modern urban development at the Guangzhou City Planning Exhibition Centre. These diverse experiences allowed students to build lasting friendships, broaden their cultural horizons, and deepen their understanding of Mainland history and modern growth. Based on the valuable experiences gained by students, similar exchange programs in the Mainland will be planned for student participation in the 2026/2027 academic year. B. The 10th Chinese Culture and Tradition Heritage Forum for Secondary School Students---Students were able to immerse themselves deeply in traditional Chinese culture through high-level academic discussions and heritage exploration. By visiting iconic cultural landmarks such as the Confucius Temple and the Palace Museum, students were able to experience Chinese history firsthand, connect textbook knowledge to real-world artifacts, and significantly broaden their cultural horizons.
2	**Time arrangement of the activity**	A. The Guangzhou Sister School Exchange Cum Cultural and Historical Study Tour---Conducting the tour from March 26 to March 28, 2026 (Thursday to Saturday), provided students with a well-balanced schedule that maximized learning while minimizing academic disruption. The 3-day, 2-night duration allowed students to engage deeply in both sister school interactions and cultural excursions without experiencing excessive travel fatigue. B. The 10th Chinese Culture and Tradition Heritage Forum for Secondary School Students was held during the summer break, the timeframe allowed students to engage fully in the Beijing trip without any interference with their regular academic studies or school schedules.
3	**Organisation and arrangements of the activity**	A. The Guangzhou Sister School Exchange Cum Cultural and Historical Study Tour. A total of 119 students participated in the tour, supported and supervised by 12 teacher leaders. Students benefited from clear guidance and structured safety measures throughout the trip, ensuring smooth transitions between activities, campus visits, and local travel. Student evaluations were overwhelmingly positive, with participants expressing high satisfaction with the itinerary and confirming that the program fully met its educational and cultural objectives. B. For the 10th Chinese Culture and Tradition Heritage Forum for Secondary School Students, all participating students expressed high satisfaction, confirming that the forum broadened their perspective on Mainland culture and achieved all intended program objectives.
4	**Others (Please specify)**	NIL

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

No.	Item	Actual Expenditure* ($)
1	**Procuring equipment, apparatus, instruments (including repair and maintenance fees), mobile applications or software, devices, consumables, and learning resources necessary for implementation of activities under the ambit of the LWLSSG** (Note: The annual total expenditure should not exceed 15% of the allocation of the LWLSSG for the respective school year.)	$16,928.67
2	**Expenses on the visa for students or teachers participating in non-local exchanges or sister school exchanges in the Mainland** (Note: The annual total expenditure should not exceed 5% of the allocation of the LWLSSG for the respective school year.)	$0.00
3	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/ "Operating Expenses Block Grant User Guide for Aided Schools".)	$0.00
4	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the provision for the Sister School Grant component for the respective school year, i.e. $8,250 (for primary and secondary schools) or $8,272 (for special schools).)	$0.00
5	**For sister school exchange activities which involve only teachers/school management** (Note: Schools can utilise the LWLSSG of the respective school year (bound by the provision for the Sister School Grant component for the respective school year) or the unspent balance previously retained.)	$0.00

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

Name of Teacher Responsible for Life-wide Learning:	Ms. Ng Wai Chun	Position:	Vice Principal
Name of Teacher Responsible for the Sister School Scheme:	Mr. Lin Chi Yung	Position:	Vice Principal

Achievements and Awards

Appendix XV

1. Academics

Date	Organization	Competition	Event / Group	Award	Student	
2025-09-20	The Boys' & Girls' Clubs Association of Hong Kong	"Caltex Robot Engineer Lab" Interschool Robotic Competition	Mecha Sumo Clash	Third Place	1I	Cheung Sui Hin
2025-09-28	The Hong Kong Academy for Gifted Education	International Junior Science Olympiad (IJSO) - Hong Kong Screening	-	Third Honour	3I	Yeung Lok Hang
2025-10-28	iGEM Foundation	iGEM competition	-	Gold Award	4R	Hung Ling Lung
					4R	Kwok Hee Lam
					4R	Lam Tsz Ching
					4M	Wong Cheuk Ying
					4M	Yeung Lok Ching
					5I	Chow Tsz Ying
					5I	Lee Wing Kiu
					5S	Ho Wai Ling
2025-12-14	Olympiad Champion Education Group	Guangdong-Hongkong-Macao Greater Bay Area Mathematical Olympiad Preliminary Round (Hong Kong Region)	-	Second Class Award	2I	Cheung Tsz Yan
					2S	Yeung Hoi Ning
2025-11-17 to 2025-12-17	Hong Kong Schools Music and Speech Association	Hong Kong Schools Speech Festival - English Speech	Solo Public Speaking	Champion	5M	Fan Ho Yiu
			Solo Verse Speaking	Champion	2S	Lui Sum Lam
				Third Place	2M	Chong Tsz Hei
					3R	Ng Wing Huen Myra
2025-11-17 to 2025-12-17	Hong Kong Schools Music and Speech Association	Hong Kong Schools Speech Festival - Chinese Speech	Cantonese Solo Prose Speaking	Champion	3I	Lee Cheuk Wing
				Second Place	2S	Lui Sum Lam
			Cantonese Solo Verse Speaking	Third Place	1M	Lee Wang Yee

Date	Organization	Competition	Event / Group	Award	Student	
2026-01-03	Hong Kong Mathematical Olympiad Association	Hua Xia Cup Mathematical Olympiad (Hong Kong) Preliminary Round	-	First Class Award	1S	Li Shing Hei
				Second Class Award	1R	Li Ming Kin
					1I	Feng Justin Yaoshen
					1S	Yip Sen Yu
					2M	Huang Ho Yeung
					2M	Ng Chun Yin
					2I	Cheng Lok Yin
					3M	Fung Yiu Tsun
					3R	Liew Jia Ying
					2S	Cheung Ho Kwan
					3I	Li Yuet Tung
				Third Class Award	1M	Lee Chun Yeung
					1I	Lam Chit
					2R	Chan Ying Hei Hysan
					2S	Yeung Hoi Ning
					3R	Song Hiu Ching
					3S	Tam Shing Yan
2026-01-20	World Robot Olympiad Hong Kong Organizing Committee	WRO Hong Kong Robot Challenge Winter Season	Speed Challenge	Silver Award	1R	Poon Lok Hei
					1S	Chan Yin Shun
					1S	He Kam Lok
					2R	Cheng Siu Chun
					2R	Chiu Chun Yin Riley
					2R	Li Chun San
					2R	Lo Yik Hei
					2M	Wong Yuk Yu
					2S	Chan Sze Yu
					2S	Lam Yiu Yeung
				Bronze Award	1I	Cheung Sui Hin
2026-01-24	International Economics Olympiad	Hong Kong Economics Olympiad Preliminary Round	-	Silver Award	5M	Lam Bo Kei
				Bronze Award	5R	Chau Cheuk Ki
					5R	Tse Nga Lam
					5M	Kwan Ching Hei
					5M	Cheung Tsz Tsun
					5M	Law Ching Kan
					5M	Leung Wai Him
					5M	Mak Shing Chun
2026-01-25	Olympiad Champion Education Group	Guangdong-Hongkong-Macao Greater Bay Area Mathematical Olympiad Qualifier Round (Greater Bay Area Region)	-	Second Class Award	2I	Cheung Tsz Yan

Date	Organization	Competition	Event / Group	Award	Student	
2026-02-28	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest Trial	-	Silver Award	1S	Li Shing Hei
					2S	Yeung Hoi Ning
					3M	Fung Yiu Tsun
				Bronze Award	1R	Li Ming Kin
					1M	Lee Chun Yeung
					1S	Feng Justin Yaoshen
					2R	Chan Ying Hei Hysan
					2M	Liu Ka Po
					2I	Cheung Tsz Yan
					2I	Cheng Lok Yin
					3R	Song Hiu Ching
2026-03-20	My Book One Club, Wholesome Books Club	Hong Kong Primary and Secondary School Students Chinese Writing Competition	Junior Secondary	Champion	3M	Lee Hoi Kiu
				Excellence Award	1R	Huang Wun Ting
			Senior Secondary	Excellence Award	4I	Lau Lok Yan
2026-03-22	Hong Kong Mathematical Olympiad Association	Hua Xia Cup Mathematical Olympiad (South China) Semi-Final	-	First Class Award	1S	Li Shing Hei
				Second Class Award	2I	Cheng Lok Yin
					3R	Liew Jia Ying
					3M	Fung Yiu Tsun
				Third Class Award	1R	Li Ming Kin
					1M	Lee Chun Yeung
					1I	Lam Chit
					1I	Feng Justin Yaoshen
					2R	Chan Ying Hei Hysan
					2M	Huang Ho Yeung
					2S	Cheung Ho Kwan
2026-04-19	Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest Semi-Final	-	Gold Award	1S	Li Shing Hei
				Silver Award	1R	Li Ming Kin
					2R	Chan Ying Hei Hysan
					2I	Cheng Lok Yin
				Bronze Award	1M	Lee Chun Yeung
					1I	Feng Justin Yaoshen
					3M	Fung Yiu Tsun
					3R	Song Hiu Ching

Date	Organization	Competition	Event / Group	Award	Student	
2026-04-25	The Hong Kong Association for Computer Education	New Generation Robotics Challenge	-	Best Strategy Award	3R	Har Lok Hin
					3M	Fung Yiu Tsun
					3I	Yeung Chung Hei
				Third Class Award	3R	Au Yeuk Lam
					3R	Har Lok Hin
					3M	Fung Yiu Tsun
					3M	Lee Wan Ki
					3M	Leung Pak Hei
					3M	Leung Shing Hei Haydn
					3I	Chan Ka Wai
					3I	Yeung Chung Hei
					3S	Chan Ching Yan
					4M	Chan Pak Hei
					4S	Lai Yui Hei
2026-05-02	Hong Kong Hua Luo-geng Cup Mathematics Competition Association	Hong Kong Hua Luo-geng Cup Mathematics Competition	-	Bronze Award	1S	Li Shing Hei
					2M	Ng Chun Yin
2026-05-08	The Academy of Chinese Studies	“Fireflies” Online Reading Scheme	-	Individual Excellence Award Bronze Prize	3S	Tsang Tin Wing
2026-05-10	Hong Kong Mathematical Olympiad Association	Hua Xia Cup Mathematical Olympiad Final	-	First Class Award	1S	Li Shing Hei
				Second Class Award	1R	Li Ming Kin
				Third Class Award	1M	Lee Chun Yeung
					2R	Chan Ying Hei Hysan
					3R	Liew Jia Ying
					3M	Fung Yiu Tsun
2026-06-20	The Hong Kong Youth Mathematical Challenge Limited	Hong Kong Youth Mathematical Challenge	-	Bronze Award	5M	Fan Ho Yiu
2026-06-27	Hong Kong Educational Publishing Company Limited	Our Home, Our Life Story Writing and Performing Competition	Junior Form Putonghua Category	Third Place	2M	Chan Wing Lam
					2M	Lai Tsz Ying
					2M	Wong Yuk Yu
					2M	Lin Tingjian
2026-07-18	World Robot Olympiad Hong Kong Organizing Committee	WRO Hong Kong Selection	Future Engineers	Bronze Award	1R	Poon Lok Hei
					1S	Chan Yin Shun
					2M	Wong Yuk Yu
					3I	Li Yuet Tung
					5M	Lam Bo Kei
					5M	Tam Yu Hin

2. Sports

Date	Organization	Competition	Event / Group	Award	Student	
2025-09-07	Leisure and Cultural Services Department	Kwai Tsing District Age Group Tennis Competition	Doubles	Champion	3M	Fung Sum Hin
2025-09-10	Leisure and Cultural Services Department	Southern District Age Group Tennis Competition	Singles	Champion	3M	Fung Sum Hin
2025-09-29	Hong Kong, China Tennis Association	Nissin Cup Noodles Hong Kong Junior Tennis Series Competition (Comp 3)	Doubles	Champion	3M	Fung Sum Hin
2025-10-09	Leisure and Cultural Services Department	Wan Chai District Age Group Tennis Competition	Doubles	Champion	3M	Fung Sum Hin
2025-10-24	The Schools Sports Federation of Hong Kong, China	Inter-School Swimming Competition	Boys A 100M Freestyle	Second Place	5R	Tsang Chiu Yin
			Boys A 50M Butterfly	Third Place	5R	Tsang Chiu Yin
			Boys A 50M Breaststroke	Third Place	5S	Lam Yat Long
			Boys A 4x50M Freestyle Relay	Third Place	-	-
			Boys B 200M Breaststroke	Second Place	3R	Har Lok Hin
			Girls A 100M Freestyle	Second Place	6I	Chung Hiu Ying
			Girls B 200M Breaststroke	Second Place	3R	Tsang Pui Yin
			Girls B 100M Breaststroke	Fourth Place	3R	Tsang Pui Yin
2025-10-26	China Merchants Group	“China Merchants Cup” Hong Kong Teenagers 3 on 3 Basketball Competition	Girls U19	Second Place	-	-
2025-11-02	Tai Po Sports Association	Tai Po Half Marathon	Male Youth	Third Place	5M	Mak Shing Chun
2025-11-19 to 2025-11-27	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys A 5000M	Third Place	5S	Lam Yat Long
			Boys A High Jump	Fourth Place	6M	Poon Hiu Hong
			Boys B 200M	Second Place	4I	Ho Yat Nam
			Boys B 400M	Second Place	4I	Ho Yat Nam
			Boys B 800M	Fourth Place	4S	Koo Pok Man
			Boys B 4x400M Relay	Champion	-	-
			Boys C Shot Put	Fourth Place	2S	Tsang Tin Hei
			Boys C 200M	Fourth Place	1I	Huang Pui Kei
			Girls B 800M	Champion	4I	Chan Sze Wan
			Girls B High Jump	Third Place	3S	Lai Cheuk Ting
			Girls B 4x400M Relay	Fourth Place	-	-

Date	Organization	Competition	Event / Group	Award	Student	
2025-10-16 to 2025-12-05	The Hong Kong Schools Sports Federation, China	Inter-School Basketball Competition	Boys A Grade	Second Place	-	-
2026-01-10	Leisure and Cultural Services Department	Central and Western District Age Group Tennis Competition	Singles	Champion	3M	Fung Sum Hin
			Doubles	Champion	3M	Fung Sum Hin
2026-01-15	Education Bureau, Hong Kong Schools Dance Association Limited	Schools Dance Festival	Jazz & Street Dance	Highly Commended Award	1M	Wong Sze Ting
2026-01-20			Contemporary Dance	Highly Commended Award	2R	Chan Yu Kiu
					3I	Chung Cheuk Yiu Charis
					5I	Ng Yee Lam
2026-01-25	The Karatedo Federation of Hong Kong, China Limited	Hong Kong Karatedo Youth Game	Girl Senior Kata Age 13	Second Place	2S	Lui Sum Lam
2026-01-30	Leisure and Cultural Services Department	Yau Tsim Mong District Age Group Tennis Competition	Singles	Champion	3M	Fung Sum Hin
2026-02-03	Shuttlecock Association of Hong Kong, China	Outreach Coaching Programme - Shuttlecock Competition	Girls	Fourth Place	-	-
2026-02-27	Leisure and Cultural Services Department	Tsuen Wan District Age Group Tennis Competition	Doubles	Champion	3M	Fung Sum Hin
2026-02-28	Leisure and Cultural Services Department	Wong Tai Sin District Age Group Tennis Competition	Singles	Champion	3M	Fung Sum Hin
			Doubles	Champion	3M	Fung Sum Hin
2026-03-04	The Schools Sports Federation of Hong Kong, China	Inter-School Cross Country Competition	Boys A Grade Individual	Second Place	5S	Lam Yat Long
				Third Place	5M	Mak Shing Chun
			Boys A Grade	Third Place	-	-
			Boys B Grade	Champion	-	-
			Boys C Grade	Third Place	-	-
			Boys Overall	Champion	-	-
			Girls A Grade	Third Place	-	-
			Girls B Grade Individual	Second Place	3S	Ng Hei Tung Chloe
				Third Place	4I	Chan Sze Wan
			Girls B Grade	Champion	-	-
			Girls Overall	Second Place	-	-
2026-03-08	The Karatedo Federation of Hong Kong, China Limited	Hong Kong Karatedo Annual Tournament (Individual and Team)	Children Girl Team Kata	Third Place	2S	Lui Sum Lam
2026-03-29	Leisure and Cultural Services Department	Sai Kung District Age Group Tennis Competition	Singles	Champion	3M	Fung Sum Hin
			Doubles	Champion	3M	Fung Sum Hin

Date	Organization	Competition	Event / Group	Award	Student	
2026-04-26	Pacers Athletic Club	Pacers Summer Vitality Run	10KM Men's Youth	Third Place	5M	Mak Shing Chun
2026-05-01	Sai Kung District Sports Association	Sai Kung District Youth Age Group Athletics Championship	Boy's U14 100M	Champion	1I	Huang Pui Kei
			Boy's U14 200M	Champion	1I	Huang Pui Kei
			Boy's U16 200M	Third Place	3R	Li Chun Hung
2026-05-10	A.S. Watson Group	A.S. Watson Group Hong Kong Student Sports Awards	-	Student Sports Awards	5S	Lam Yat Long
2026-05-10	Hong Kong, China Tennis Association	Bank of China Hong Kong National Tennis Championships - Ladies' President Cup	Doubles	Champion	3M	Fung Sum Hin
2026-05-13	The Schools Sports Federation of Hong Kong, China	Inter-School Badminton Competition	Boys C Grade	Second Place	-	-
			Boys Overall	Third Place	-	-
			Girls A Grade	Second Place	-	-
			Girls C Grade	Fourth Place	-	-
			Girls Overall	Second Place	-	-
2026-05-31	Hong Kong Rope Skipping Association, China	All Hong Kong Inter-school Rope Skipping Competition	6-Person Long Rope	Second Place	-	-
2026-05-31	Shuttlecock Association of Hong Kong, China	Hong Kong Inter-School Shuttlecock Competition	Senior Boy's Team	Third Place	-	-
			Senior Girl's Doubles	Second Place	5M	Chan Ching
					5S	Tsai Ching Tung
			Senior Girl's Singles	Third Place	5M	Chan Ching
					5R	Lam Nok Yan
			Senior Girl's Team	Third Place	-	-
2026-06-20	Rope Skipping Sport Academy	Rope Skipping Sport Academy Cup	Team Freestyles Competition	Second Place	-	-

3. Music

Date	Organization	Competition	Event / Group	Award	Student	
2025-11-20	Leisure and Cultural Services Department, Music Office	Hong Kong Youth Music Interflows	Chinese Orchestra Interflow	Bronze Award	-	-
2025-11-25			Symphony Orchestra Interflow	Bronze Award	-	-
2025-12-17			Symphonic Band Interflow	Silver Award	-	-
2026-01-03	First Education Group	Asia Students Arts Festival - Art Competition	Pop Singing	Champion	1M	Lee Pui Yin
2026-02-06	The Hong Kong Virtuoso Chorus	Hong Kong Inter-School Choral Festival Competition cum Masterclass	-	Silver Award	-	-
2026-02-14	HK Music For Youth	Asia Pacific Outstanding Youth Piano Competition	Intermediate Piano Duet	Third Place	3R	Yip Cheuk Yin Carrie
					3I	Ma Xinrui
2026-03-10	Hong Kong Joint School Music Association	Joint School Music Competition	Senior Choir	Silver Award	-	-
2026-03-01 to 2026-03-31	Hong Kong Schools Music and Speech Association	Hong Kong Schools Music Festival	Female Voice Vocal Solo - Chinese	Bronze Award	2I	Choi Hei Yee Jolly
			Grade Three Piano Solo	Silver Award	2M	Lam E Lam
					2I	Lai Shun Hei
			Grade Four Piano Solo	Silver Award	1R	Lam Yu Kiu
			Grade Five Piano Solo	Third Place	1R	Lui Tsz Yu
				Silver Award	1R	Chan Sze Man Ronli
					3M	Wong Tsz Ching
					3S	Chan Wai Ying
				Bronze Award	4M	Lo Tsz Chun
			Grade Six Piano Solo	Second Place	5M	Kwan Ching Hei
				Silver Award	1I	Lai Chau Ting
					2M	Tam Ching Kiu
					2I	Shek Wan Kiu
				Bronze Award	2S	Ng Hei Lam Jobi
			Grade Seven Piano Solo	Silver Award	3S	Ko Shin Suet
			Grade Eight Piano Solo	Silver Award	4R	Cheung Tin Yan Dorothy
					5I	Lee Wing Kiu
					5I	Ng Tsz Tsun
			Piano Solo - Composer of the Year	Third Place	3S	Ho Man Huen

Date	Organization	Competition	Event / Group	Award	Student	
2026-03-01 to 2026-03-31	Hong Kong Schools Music and Speech Association	Hong Kong Schools Music Festival	Intermediate Piano Duet	Silver Award	1R	Chan Ka Hei
					1S	Chan Ka Yi
				Bronze Award	3R	Yip Cheuk Yin Carrie
					3I	Ma Xinrui
			Intermediate Violin Duet	Silver Award	2R	Chan Tin Yuet
					5I	Wan Yat Sum
			Senior Flute Solo	Silver Award	3R	Yip Cheuk Yin Carrie
			Junior Trumpet Solo	Bronze Award	3R	Law Wing Sum
			Intermediate Pipa Solo	Bronze Award	5I	Wong Sze Man
			Intermediate Zhongruan Solo	Champion	5I	Wong Hoi Ching
				Silver Award	3S	Yeung Cheuk Yan
			Junior Zhongruan Solo	Silver Award	2R	Yu Tsz Ling
			Intermediate Erhu Solo	Silver Award	3I	Lee Cheuk Wing
					4R	Chan Ching Leong
				Bronze Award	5R	Au-Yeung Chi Shing
					5M	Lam Bo Kei
			Senior Di Solo	Silver Award	4S	Cheng Ho Lun
			Junior Di Solo	Silver Award	2R	Ng Cheuk Ying
				Bronze Award	2R	Han Sum Yau Elize
			String Ensemble	Bronze Award	2R	Chan Tin Yuet
					2R	Yeung Lok Yin
					2R	Fung Siu Nam
					5I	Wan Yat Sum
2026-04-01	Hong Kong Joint School Music Association	Joint School Music Competition	Harmonica Ensemble Competition	Silver Award	-	-
2026-04-08			String Ensemble Competition	Silver Award	-	-
2026-04-12	Hong Kong Promotion of Performing Arts Association	Hong Kong Promotion of Performing Arts Festival	HKPPAA Scholarship Class - Piano Class	Second Place	3S	Ho Man Huen
2026-04-12	Universal Artists' Association of China	International Liszt Ferenc Competition (Hungary - Budapest) Preliminary Round	Piano Senior Category B	Second Place	3S	Ho Man Huen
2026-04-14	View Win International Music Exchange Association, Greater Bay Area Music and Arts Exchange Association	Hong Kong Chinese Instrumental Contest	Zheng Ensemble	Gold Award	3I	Cheung Tsz Wing
					5R	Wong Ching Tung
					5S	Nu Chin Ying

Date	Organization	Competition	Event / Group	Award	Student	
2026-04-17	Hong Kong Joint School Music Association	Joint School Music Competition	Woodwind Ensemble Competition	Gold Award	-	-
				Silver Award	-	-
			Brass Ensemble Competition	Silver Award	-	-
2026-04-27			Symphony Orchestra Competition	Gold Award	-	-
2026-04-30			Symphonic Band Competition	Silver Award	-	-
			Chinese Orchestra Competition	Silver Award	-	-
			Percussion Ensemble Competition	Gold Award	-	-
				Silver Award	-	-

4. Visual Arts

Date	Organization	Competition	Event / Group	Award	Student	
2025-10-21	Hong Kong Arts Association	Creative Art Painting Competition	Free Topic	Second Place	2S	Lui Sum Lam
2025-10-26	International Youth Arts & Cultural Centre	IYACC International Open Visual Arts Competition	-	Champion	1R	Lui Tsz Yu
2025-11-30	China Life (Overseas)	“Kids Art” Drawing Competition	-	Bronze Award	4R	Lau Lok Ching
2026-03-22	Hong Kong New Generation Cultural Association	Hong Kong Youth Science & Technology Innovation Competition - Science Fiction Drawing	-	Third Class Award	1M	Siu Nga Man
2026-04-17	Leisure and Cultural Services Department	Hong Kong Flower Show - Jockey Club Student Drawing Competition	Junior Section in Secondary	Third Place	3S	Tsang Tin Wing
2026-05-25	School of Creativity x UNESCO Centre	IMAJ City of Troyes, France United Art Exhibition	-	First Honour	1R	Chiu Wai Wah

5. Others

Date	Organization	Competition	Event / Group	Award	Student	
2025-09-20	HK Electric, Maxim's Group	"All You Can Cook!" x "Happy Green Campaign" Culinary Competition	--	Second Place	5S	Choi Cheuk Kei
2026-01-31	Hok Yau Club	Students' Top Ten News Election	-	Award for Outstanding News Sense	-	-
2026-03-10	Hong Kong Art School	Hong Kong School Drama Festival	-	Award for Outstanding Cooperation	-	-
				Award for Outstanding Performer	1I	Lam Chit
					1S	Yip Sum Yau Abbie
					2I	Poon Ngai Lam Serena
2026-05-09	Hong Kong Extra-curricular Activities Masters' Association	Hong Kong Extra-curricular Activities Outstanding Student Award	-	Outstanding Student Award	5R	Yau Nga Yin
2026-05-23	Yuk Chiing Charity Trust	Sai Kung District Student Leap Forward Award Scheme	Achievement	Student Leap Forward	2S	Wong Hei Man
			Service		4M	Cheung Chun Lam
			Good Conduct		4M	Fong Ho
			Sports		3M	Law Wai Sum
					4I	Chan Sze Wan
					4S	Koo Pok Man
2026-08-22	Sai Kung Cultural Centre, Sai Kung District School Heads Association, Sai Kung-Tseung Kwan O Youth Association	Sai Kung District Outstanding Students Award	Junior Secondary	Ten Outstanding Students of the Year	3R	Har Lok Hin
				Certificate of Appreciation	3S	Chan Ching Yan
					3S	Law Mon In
			Senior Secondary	Ten Outstanding Students of the Year	5M	Fan Ho Yiu
				Certificate of Appreciation	5R	Lai Wing Yin
					5S	Fong Shuk Tsang Karen