The Church of Christ in China

Heep Woh College

School Annual Report 2025–2026

CONTENTS

1	**Our School**	3-5
	1.1. Vision, Mission Statement and Core Value	3
	1.2. Information about the School	3-4
	1.3 Incorporated Management Committee	5
2	**Our Teachers**	6-8
	2.1. Number of Teachers	6
	2.2. Teachers' Academic Qualifications	6
	2.3. Teachers' Professional Qualifications	6
	2.4. Teaching Experience	7
	2.5. Staff Turnover Rate	7
	2.6. Professional Development of Teachers	7
	2.7. Seminars / Workshops for Professional Development	8
3	**Our Students**	9
	3.1. Class Structure and Enrolment	
	3.2. Student Attendance	
	3.3. Drop-out of Student	
4	**Achievements and Reflection on Major Concerns**	10-22
	4.1. Developing students' healthy lifestyles	
	4.2. Strengthening students' learning confidence	
	4.3. Nurturing students' Citizenship with National and Global Identity	
5	**Our Learning and Teaching**	23-26
	5.1 Excelling in Learning and Teaching	23-25
	5.2. Curriculum	25
	5.3. Number of School Days	26
	5.4. Lesson Time for the 8 Key Learning Areas	26
6	**Student Support and School Ethos**	27-31
	6.1. Holistic Development and Whole-school Approach	27
	6.2. Christian Education	27
	6.3. Extra-curricular Activities	27-28
	6.4. SEN Support (Student Support Committee)	28
	6.5. Mental Health (Student Guidance Committee)	29
	6.6. Good Habit and Character Building (Discipline Committee)	29-30
	6.7. Career and Life Planning	30
	6.8. Moral and Civic Education	31
7	**Our Students' Performance**	32-49
	7.1. 2025 HKDSE Results	32-33
	7.2. University Offer Received by 2025/26 Graduates	33
	7.3. Students' Performance	34-49
8	**Financial Summary**	50-51
9	**Feedback on Future Planning**	52-53
10	**Appendix**	54-55

1. Our School

Vision, Mission Statement and Core Value on Education of Our School Sponsoring Body

Vision

Together we nurture the fullness of life; Hand in hand we witness the love of Christ.

Mission Statement

With the love of Christ, compassion for humanity and a progressive attitude, we strive to deliver a quality education, to develop students' potential to the fullest, to share with them the Gospel, and to cultivate in them a sense of good citizenship which will benefit our society and nation.

Core Value

With the aim of spreading the word of God and serving the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

Information about the School

School Profile

Heep Woh College is a co-educational aided school. The origin of Heep Woh College can be traced back to 1911 when Mrs. Bigelow, from the United States, founded the school in Xiguan, Guangzhou, and dedicated herself to early childhood education. In 1921, the private Heep Woh Girls' Normal School was established. The motto was "When you know the truth, the truth will set you free." Principal Liu Fung Ling became the first Chinese principal of Heep Woh. In 1947, Principal Liu and Mrs. Schaefer established the Hong Kong Heep Woh School (kindergarten and primary school). Heep Woh College commenced operation in 1970 with a view to providing secondary school education to teenagers.

School Belief

Belief Statement

With pastoral care and a balanced curriculum, our school aims to promote a holistic education, addressing the moral, intellectual, physical, social, aesthetic and spiritual needs of our students, enabling them to achieve their personal best to glorify God and to serve mankind.

School Goal

With LOVE and PASSION, we enhance students' whole-person development and nurture their virtues.
With ENDEAVOUR and COMMITMENT, we equip students to strive for excellence and become future leaders.

School Core Values

LIFE: Love and Respect, Integrity and Justice, Faith, Excellence

School Motto

When you know the Truth, the Truth will set you free.

Campus and Facilities

This school building came into existence in 1971 and was awarded Best Campus Design by the Hong Kong Architects' Association in the same year. The School Improvement programme began in 2002. The new annex has been in operation since June 13, 2005 and provides more space for learning and activities. Apart from the school hall, classrooms, laboratories, library, conference room, function hall, the school also provides facilities for extra-curricular activities such as Religious Education room, campus TV production room, STEAM room, music room, visual arts room, 3 multi-media learning centres, English learning centre, Chinese learning centre, Wellness Room, student activity room and archive room.

New developments / renovation in 2025/26:
Miniature Arts Learning Centre, Library, Mental Health Room, Canteen, Whiteboard with LED display, Smart Boards, Digital Signature,

Incorporated Management Committee

The Incorporated Management Committee was established in 2011 with the following composition:

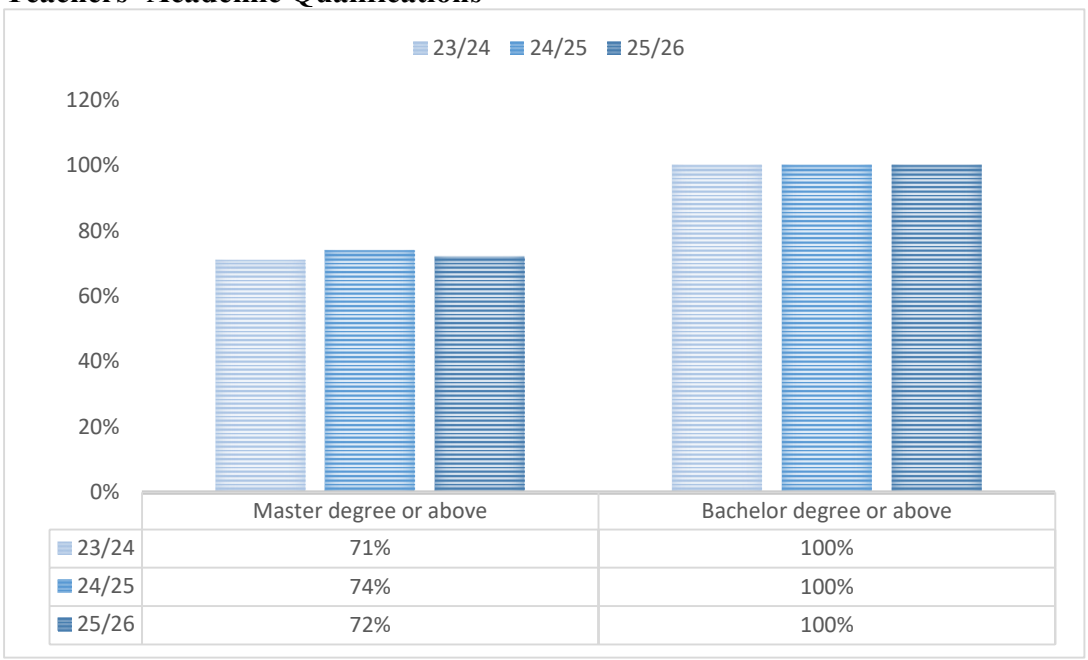
Composition	Supervisor	Sponsoring Body	Principal	Parent	Teacher	Alumni	Independent
25/26	1 (6.7%)	7 (46.6%)	1 (6.7%)	2 (13.3%)	2 (13.3%)	1 (6.7%)	1 (6.7%)

Incorporated Management Committee			
Supervisor	Dr. Kao Yi Tsun Richard	**Teacher Manager**	Ms. Cheung Pak Yu Maggie
		Alternate Teacher Manager	Ms. Chan Yi Man
Principal	Mr. Lui Ho Wing Samuel	**Alumni Manager**	Mr. Kwan Chuk Fai
		Parent Manager	Ms Li Shuting
		Alternate Parent Manager	Mr. Cheng Chun Yin
Sponsoring Body Managers	Ms. Yau Hoi Yuen Irene Dr. Li Kam Cheong Dr. Chan Yee Man Anne Rev. Siu Ka Cheung Oliver Mr. Wu Yiu Hong Mr. Wan Yuen Leung Kenneth	**Independent Manager**	Mr. Lo Shiu Ming Tommy
Alternate Sponsoring Body Managers	Mr. Hung Ka Kiu		

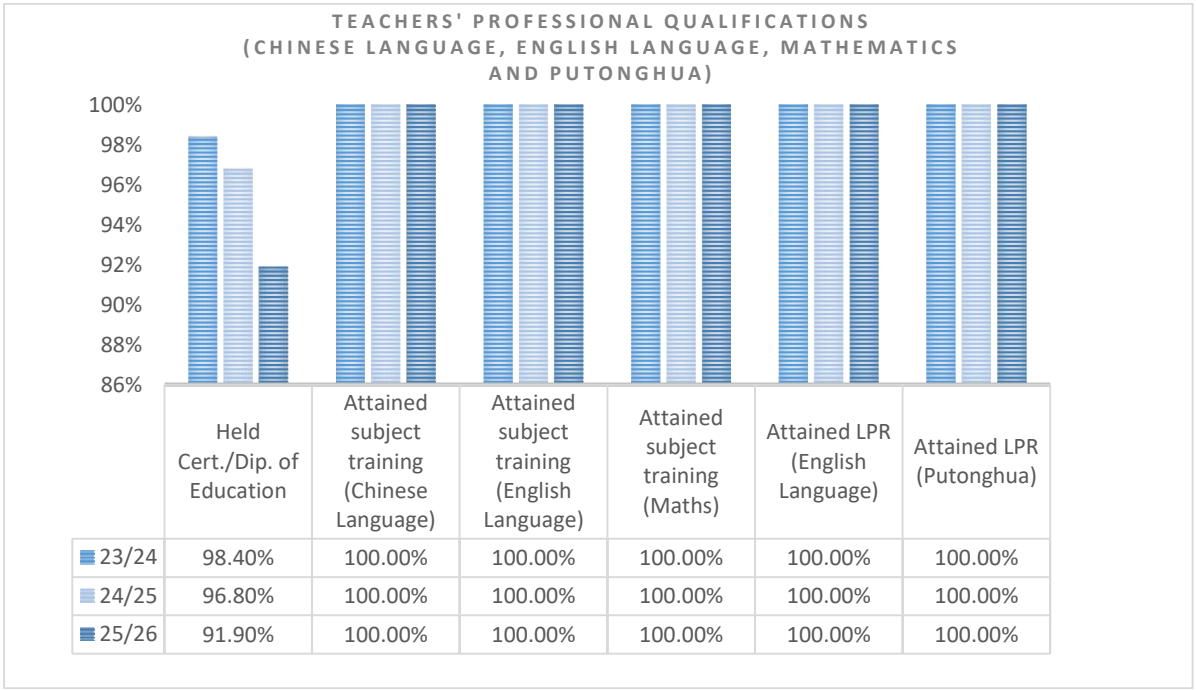
2. Number of Teachers (including the principal)

School Year	2023-2024	2024-2025	2025-2026
Number of Teachers	62	62	62

Teachers' Academic Qualifications

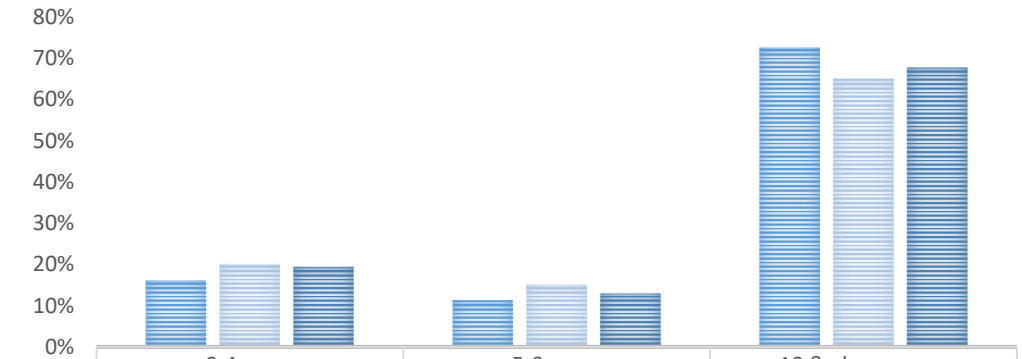


	Master degree or above	Bachelor degree or above
23/24	71%	100%
24/25	74%	100%
25/26	72%	100%



	Held Cert./Dip. of Education	Attained subject training (Chinese Language)	Attained subject training (English Language)	Attained subject training (Maths)	Attained LPR (English Language)	Attained LPR (Putonghua)
23/24	98.40%	100.00%	100.00%	100.00%	100.00%	100.00%
24/25	96.80%	100.00%	100.00%	100.00%	100.00%	100.00%
25/26	91.90%	100.00%	100.00%	100.00%	100.00%	100.00%

Teaching Experience



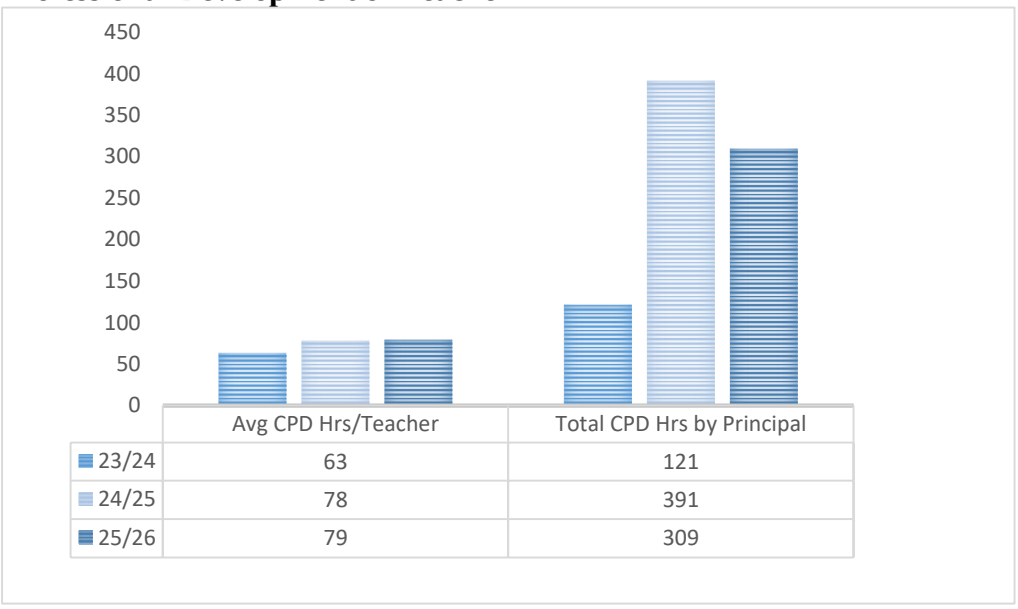
	0-4 years	5-9 years	10 & above years
23/24	16.1%	11.3%	72.6%
24/25	20.0%	15.0%	65.0%
25/26	19.4%	12.9%	67.7%

Staff Turnover Rate

During the school year of 2025-2026, the total number of staff is 91 including 62 teachers, 2 Associate Teachers, 3 Teaching Assistant, 3 Lab Technicians, 1 I.T. Technician, 1 Library staff, 8 office staff and 10 janitors.

Staff Resignation	Number of Staff
Teaching and Non-teaching Staff *(Personal Reason)*	5
Teaching and Non-teaching Staff *(End of Contract)*	5
Total	**10**

Professional Development of Teacher



	Avg CPD Hrs/Teacher	Total CPD Hrs by Principal
23/24	63	121
24/25	78	391
25/26	79	309

Seminars / Workshops for Professional Development 2025–2026

Date	Theme	Organization / Guest Speaker	Objective / Focus
27/8/2025	Staff Development Day 1: QSIP Workshop , Cases Review & Team Building	Dr. Tracy Wu (QSIP) Guidance Committee, Student Support Committee and Heep Woh Church	• To enable participants to have a better understanding about Assessment for Learning • To equip teachers with knowledge and skills for students in need.
1/12/2025	Staff Development Day 2 : AI Workshop & Health Workshop	Mr Christoph Shu On CHOW, Assistant Principal of the PHC Wing Kwong College, Wong Tai Sin District Health Centre	• To equip teachers with knowledge and skills for use AI to empower L&T effectiveness. • To enhance teachers' mental and physical Health.
30/4/2026	Special Staff Meeting on SSE and 3-Year School Plan	CCC Heep Woh College	• To deepen participants' understanding of SSE. • To evaluate the School Development Plan and discuss key priorities for the next three years.

Community of Practice (CoP)

In the 2025/26 academic year, the school launched a newly designed Community of Practice (CoP) program. Introduced as a significantly more comprehensive initiative compared to previous iterations, the program was developed to foster a vibrant environment where teachers could co-learn, collaborate, experiment, and share best practices in specific teaching and learning areas.

The initiative was grounded in the concept that a CoP brings together individuals who share a passion and strive to improve through regular interaction. By participating in this upgraded program, teachers were provided with expanded access to professional development opportunities, a wealth of educational resources, and a supportive network aimed at enhancing their instructional strategies.

Topics:

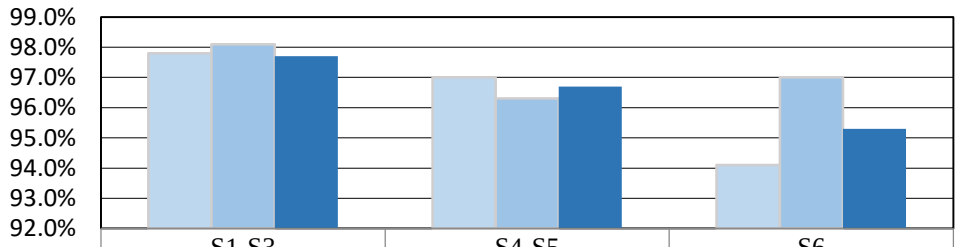
1. AI in Learning and Teaching
2. Self-regulated Learning
3. Thinking Routine (e.g. Making Thinking Visible)
4. Data Mindset (Think and work with Data)
5. Assessment for Learning
6. Miniature Interdisciplinary Learning Project (Project Learning)
7. Enhancing Class Spirit: The Role of the Class Teacher
8. Nurturing Student Leaders

3. Our Students

Class Structure and Enrolment

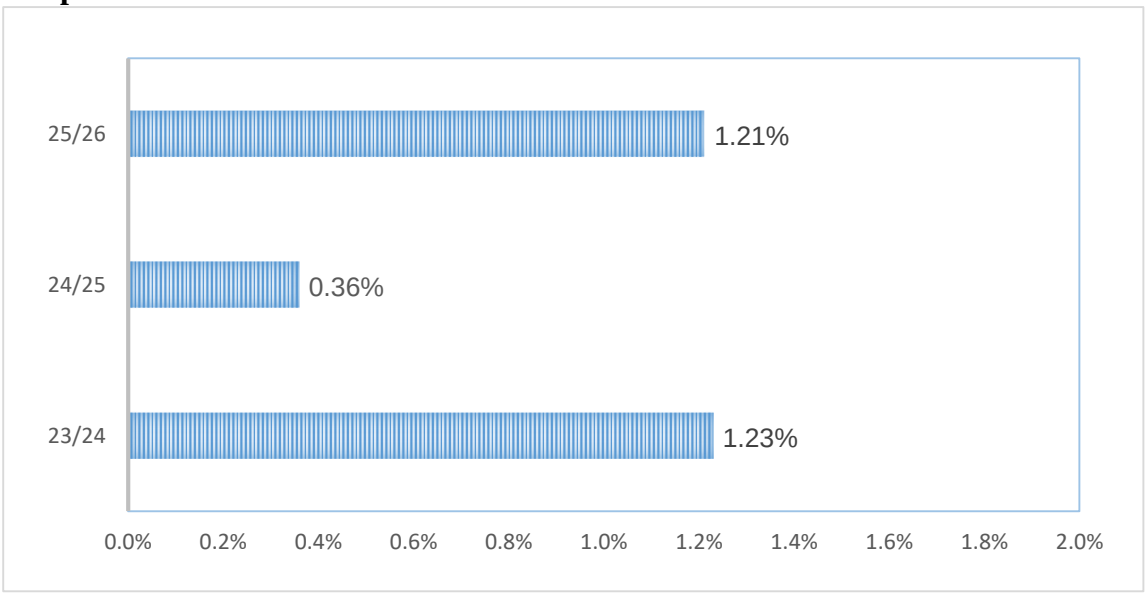
Level	S1	S2	S3	S4	S5	S6	**Total**
No. of classes	4	5	4	5	4	5	**27**
Boys	79	83	60	73	65	69	**429**
Girls	53	77	66	72	55	73	**396**
Total Enrolment	132	160	126	145	120	142	**825**
Drop-outs	2	2	1	4	1	0	**10**
Repeaters	5	7	6	7	4	0	**29**

Student Attendance



	S1-S3	S4-S5	S6
23/24	97.8%	97.0%	94.1%
24/25	98.1%	96.3%	97.0%
25/26	97.7%	96.7%	95.3%

Drop-out Rate of Student



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

4.1. Major Concern 1: Developing students' healthy lifestyles

Achievements

1. **To develop students' skills and attitudes to make healthy choices, including physical health, and mental and social well-being, with the aim that students can thrive in all areas of their lives**

1.1. Mental Health Initiatives & School Connectedness:
The school successfully implemented the "4Rs Mental Health Charter," achieving a 70% whole-school participation rate through initiatives like "Growth Wednesday" and animal-assisted therapy. The Mental Health Corner (靜靜地) decompression space was highly utilized, recording 1,283 visits by 108 unique students over 126 days.

Evidence & Data Triangulation:

- APASO Metrics: The Q-score for *Absence of Negative Affect* rose significantly from 92 to 106 (above the territory norm of 100), with *Absence of Anxiety and Depressive Symptoms* demonstrating steady progress across all levels. Senior Secondary (SS) students exhibited commendable, statistically significant improvements over the year.
- School Climate: *Satisfaction with School* (Q=113), *Sense of Belonging* (Q=113), and *Satisfaction with Family and Friends* (Q=112) ranked well above territory averages, reinforced by high parental involvement in school learning.
- School-based Survey: 71.4% of students expressed satisfaction with the overall school atmosphere, 65.8% affirmed that the school fosters a harmonious and caring learning environment, and 76.3% reported maintaining positive, trusting relationships with teachers. Furthermore, 68.3% affirmed receiving adequate pastoral support to feel cared for.

1.2. Physical Health, Social Well-being & Healthy IT Habits:
Preventive education was delivered through LEAP anti-smoking talks for S1 students, anti-drug interactive booths, and targeted guidance on healthy e-device usage. Experiential learning programs, such as the "Pause Café" barista scheme and structured board game groups, enabled 91% of participants to proactively initiate communication and 81% to enhance emotional regulation.

Evidence & Data Triangulation:

- Healthy IT Habits: APASO *Absence of Addictive IT Behaviour* achieved a territory-leading Q-score of 116, demonstrating the success of early preventive guidance.
- School-based Survey: Majority of students agreed that the school provided appropriate guidance and support in maintaining healthy living habits.

2. **To enable students to discover their passions, recognize their own potential, and develop the capacity to make goals for their lives in order to unlock their full potential and achieve their dreams**

2.1. Co-curricular Engagement, Generic Skills & Breadth of Knowledge:
A vibrant ecosystem of over 70 ECAs with interest classes, student-led clubs, and 4 Houses fostered student agency and holistic development. Performance teams excelled, notably the

Music Teams, Sports Teams, STEAM, Econ and BAFS groups, which earned the Highly Commended Award at various competitions.

Evidence & Data Triangulation:

- Seven Learning Goals (7LG) Evaluation: Non-academic Committees evaluated students' development in *Generic Skills* (4.80 / 7.00) and *Breadth of Knowledge* (4.67 / 7.00) favorably, reflecting the effectiveness of diverse co-curricular learning.
- School-based Survey: 68.0% of students agreed that the school provided sufficient extra-curricular activities to cultivate their interests and strengths, and 69.6% affirmed having ample opportunities to broaden horizons and unleash personal potential.

2.2. Leadership, Resilience & Life Meaning:

Adventure training programs, such as Outward Bound (12 participants) and Adventure Ship (54 participants), significantly enhanced perseverance and team trust. Structured leadership training—spanning MCE Ambassadors, a 12-member Flag-raising team, and ECAC Junior (20 trainees) and Senior (85 trainees) programs—resulted in over 90% of student leaders reporting measurable personal growth.

Evidence & Data Triangulation:

- APASO Highlights: Students attained territory-leading Q-scores in *Pioneering and Innovative Spirit (Risk-taking)* (Q=116) and *Meaning of Life* (Q=116). *Leadership Skills* achieved a remarkable Q-score of 114, with Senior Secondary student leaders performing exceptionally well.
- Student Aspirations & Confidence: In the Stakeholder Survey (SHS), the metric for students' learning confidence increased from 3.25 to 3.43. Findings from the School-based Survey further revealed that 63.5% of students expressed strong confidence in undertaking leadership roles. Overall, students demonstrated high academic aspirations: striving for top academic performance was identified as their primary goal, with a substantial majority targeting university degree admission and a notable proportion aspiring to competitive professional disciplines (e.g., Medicine, Law).

3. To foster a sense of social responsibility, and empathy, and encourage students to use their talents and abilities to make a positive impact on others, the community, and the world around them

3.1. National Identity & Values Education:

The school achieved 100% participation in external National Education competitions such as the Basic Law Competitions, winning the "Most Active Participation School Award." Civic literacy and national pride were deepened through structured mainland study tours to Shaanxi, Beijing, Hangzhou, and Guangzhou.

Evidence & Data Triangulation:

- APASO & 7LG Consensual Strength: In APASO, all four sub-dimensions of *National Identity—Sense of Responsibility and Duty, Pride and Affection, Respect for National Flag and Anthem,* and *Recognition of National Achievements*—ranked at the highest territory-wide level (Q=116). This was strongly corroborated by the 7LG evaluation, where *National Identity* was rated highest by both Academic Departments and Non-academic Committees.
- Values & Ethics: APASO *Integrity* and *Moral Awareness* surged significantly from 107 to 116, remaining exceptionally high compared to territory norms.

- School-based Survey: approximately 70% of students affirmed that the school successfully nurtured positive values and attitudes.
- Community Service & Empathy:
  Students actively applied their talents to serve the community through the S2 Jockey Club Volunteer Scheme, regular outreach to unhoused individuals, and the "柿柿如意" Parent-Child Handicraft Workshop (where 95% of parents noted enhanced family communication).
- School-based Survey: 70.1% of students agreed that the school provided sufficient opportunities to learn how to care for others, and 78.3% proactively expressed a willingness to offer help to individuals in need, demonstrating high levels of empathy and civic commitment.

Reflections

1. Scheduling and Administrative Conflicts

- **Observed Implementation Gaps:** Late-term interest class attendance dropped due to short promotion lead times and conflicts with after-school academic classes. Additionally, "Growth Wednesday" activities occasionally clashed with Wednesday Fellowship meetings, and delayed activity announcements hindered club enrollment.

2. Pastoral Capacity, Affective Well-being & Physical Health Discrepancies

- **Observed Implementation Gaps & Data Triangulation:**
  - Small-group support schemes faced capacity constraints, and overlapping roles among multiple teachers occasionally complicated the handling of special student cases.
  - **Affective Well-being & Stress Coping:** While negative affect decreased, APASO *Positive Affect* and *Absence of Loneliness* remained unsatisfactory. Triangulation with internal surveys revealed that some students did not support that they *"often feel hope in life and hold positive views toward life."* Furthermore, **over 40%** of students identified academic performance as their primary source of stress, and around **60%** felt confident in managing stress effectively.
  - **Physical Activity & Perceptual Discrepancy:** Students' physical activity habits outside of school remained insufficient to sustain long-term fitness. There is substantial room for improvement in students' APASO Physical Fitness metrics. While Committees evaluated *Healthy Living Habits* exceptionally high (**5.55–5.56 / 7.00** in the 7LG review), actual fitness data lagged significantly. Internal data from the *Wellness-gram* revealed that over 50% of students perceived themselves as having "sufficient physical activity," highlighting an urgent perceptual gap regarding actual exercise intensity and health needs.
  -

3. Life Planning Education & Goal-Setting Articulation

- **Observed Discrepancy & Student Voice:**
  - A perception gap emerged in the 7LG evaluation for Life Planning Education: non-academic committees rated the provision highly, whereas academic department heads rated it notably lower.
  - Data triangulation with student voice revealed high aspirations—50.8% set striving for best academic results as their primary learning goal, most of students aimed for university degree admission, with around 30% aspired to elite professional programmes (e.g., Medicine, Law). However, SHS and internal findings indicated that Senior Secondary students still need more encouragement to establish their confidence in concrete target setting and career/academic pathway articulation

Feedback and Follow-up

1. **Streamlining Administration and Support**

- **Centralized Scheduling:** Enforce a rule requiring activity applications to be submitted 2 to 3 weeks in advance via a master Google Calendar to prevent scheduling clashes.
- **Role Clarity and 3-Tier Mental Health Framework:** Clearly define the responsibilities of committees, social workers, and teachers to avoid duplication. Deploy a 3-tier mental health system: Tier 1 (Schoolwide promotion), Tier 2 (Preventive at-risk groups), and Tier 3 (Targeted in-depth counselling).

2. **Enhancing Holistic Development Tracking**

- **Personal e-Profile (PGP) Expansion:** Utilise the 24/7 online PGP system for students to build self-directed portfolios, track service and leadership, and integrate fitness tracking data. The PGP will be systematically reviewed during class teacher and CLP sessions to facilitate coordinated support and allow parents a comprehensive view of non-academic performance.
- **Whole-School Healthy Habits Framework:** Establish explicit targets for MVP60 daily physical activity, sleep duration, and digital well-being. These will be integrated into classroom micro-practices to raise APASO "Healthy Living" scores.

3. **Elevating Leadership and Community Engagement**

- **Servant Leaders Academy (3-Tier Ladder):** Formalize a progressive leadership framework to broaden student horizons. Tier 1 focuses on Class and Subject Monitors through training workshops; Tier 2 supports Club Chairs, Prefects, and the Student Association; Tier 3 offers elite students opportunities for external service, international training, and representing the school and Hong Kong.
- **Deepening S1–S5 Service-Learning:** Design structured, cumulative volunteer experiences partnering with environmental, elderly, and literacy NGOs. Require capstone reflections and align the internal Social Service Award with the Hong Kong Youth Association Volunteer Award.
- **Upgrading External Partnerships:** Rigorously review external speakers (partnering with bodies like TWGHs Heartline and the Family Planning Association) to ensure interactive, age-appropriate delivery for values and life education.

4. **Enhancing the Life Planning**

- The Life Planning Committee will collaborate closely with Academic Departments to institutionalize individualized goal-setting mechanisms and post-secondary pathway coaching, aligning students' high educational aspirations with actionable, incremental learning strategies.

5. **Promoting Sports and Healthy Habit:**

- Streamline student case-management protocols and clarify teacher roles across Student Support, Guidance, and Discipline teams to optimize pastoral capacity.
- Deepen tiered Positive Education and cognitive reframing interventions under the "4Rs Mental Health Charter" to strengthen students' stress-coping mechanisms, particularly for Senior Secondary students facing examination pressures.
- Address the physical fitness deficit by bridging the perceptual gap through structured fitness benchmarking (e.g., School Physical Fitness Award Scheme), expanded sports co-curricular offerings, and targeted health-literacy campaigns.

4.2. Major Concern 2: Strengthening students' learning confidence

Achievements

1. To stimulate learning motivation and enhance students' confidence in learning

1.1. Substantial Enhancements in Instructional Quality, Teacher Support, and Academic Performance

In the past academic year, the school made concerted efforts to enhance the instructional repertoire of teaching staff and build an encouraging academic culture. These endeavors yielded exemplary outcomes in system-level indicators. According to the APASO, the norm-referenced Q-Score for Clear Instructional Guidance reached a remarkable 114, placing the school within the top tier among all Hong Kong secondary schools. Concurrently, the Q-Score for Teacher Support stood at 101, demonstrating that students deeply recognize our teachers' commitment to scaffolded learning, approachable mentoring, and individualized classroom assistance.

These positive findings are corroborated by the Year-end School-based Questionnaire, in which instructional quality and teacher support received strong positive ratings from students exceeding the 70% benchmark:

- Most teachers can cater for my learning ability during instruction. (Strongly Agree: 15.94%, Agree: 56.18% — Total: 72.12%)
- Most teachers provide me with appropriate feedback during lessons. (Strongly Agree: 19.39%, Agree: 52.59% — Total: 71.98%)
- Most teachers have a good grasp of my learning progress. (Strongly Agree: 15.94%, Agree: 54.98% — Total: 70.92%)

These pedagogical improvements directly translated into notable academic milestones. Most prominently, the HKDSE English Language passing rate recorded a substantial year-on-year increase, an achievement that affirms the effectiveness of our targeted curriculum adjustments and intensive baseline support. Qualitative observations across classrooms further indicate that students, especially at the Junior Secondary level, exhibit significantly greater confidence in using English for routine classroom discourse and simple presentations. In terms of talent development and public speaking, a growing cohort of students actively stepped forward to represent the school in open English speech contests, territory-wide competitions, and symposiums, reflecting a tangible boost in academic self-concept and expressive confidence.

1.2. Broad Curriculum Competence, Generic Skills, and Information Literacy

The school evaluated student performance across the 7LG through structured departmental and committee reviews. The data demonstrates that the curriculum successfully fostered comprehensive intellectual development:

- **Generic Skills:** Rated at 4.783 / 7.0 by Academic Departments and 4.875 / 7.0 by Functional Committees, reflecting well-honed collaboration, communication, and critical thinking abilities among students.
- **Breadth of Knowledge:** Evaluated at 4.762 / 7.0 by Academic Departments and 4.670 / 7.0 by Functional Committees, confirming that our cross-disciplinary curriculum broadened students' intellectual horizon beyond textbooks.
- **Information Literacy (IL):** Academic Departments rated students' competence at 4.230 / 7.0, categorized as a solid and proficient standard.

The school also proactively modernized its digital education infrastructure. High-speed campus-wide Wi-Fi infrastructure was upgraded, dedicated school-based server databases were constructed, and enterprise-grade educational cloud platforms were procured. These technical

foundations empowered departments to deploy diverse EdTech applications and generative AI learning tools, creating interactive learning experiences that enriched students' information literacy.

1.3. Robust External Partnerships and Professional Communities of Practice (CoP)
To foster evidence-based teaching methodologies, the school engaged external professional bodies to build cross-departmental Communities of Practice (CoP):

- **CUHK Quality School Improvement Project (QSIP):** Extensive collaborative lesson planning, curriculum mapping, and instructional workshops were conducted across diverse departments, including HMSC, English, Chinese, Chinese History, History, Life and Society (L&S), and CSC/CSD.
- **EDB School-based Support Services (SBSS):** The curriculum development officers provided specialized on-site consultation to optimize the school-based curriculum and pedagogy for L&S and CES.

These external collaborations cultivated a collegial culture of peer observation and pedagogical dialogue. Concurrently, a dedicated Digital Learning and AI CoP was formed internally, where pioneer teachers developed and shared AI-assisted formative assessment tools, structured Thinking Routines, and Self-Regulated Learning (SRL) strategies.

1.4. Consolidation of Remedial Support and Learning Foundations
The school systematically strengthened its academic intervention mechanisms for lower-progress learners. Through structured post-school tutorials, stratified learning materials, and customised assessment papers, junior-form students who previously struggled with academic transitions received targeted guidance. This consolidation of baseline academic competence stabilised the overall learning climate and laid the groundwork for the school's broader academic gains.

Reflection

2.1 Triangulated Language Proficiency Deficit and the Reading Bottleneck
Despite notable strides in DSE examination pass rates, multiple data sources reveal an underlying challenge in students' holistic language proficiency and reading habits:

In the 7LG Evaluation, **Language Proficiency** scored the lowest across all domains by both Academic Departments and by Functional Committees. This statistical consistency between academic subject panels and pastoral committees confirms that students' expressive fluency, depth of vocabulary, and autonomous language production remain areas needing substantial reinforcement.

In APASO, the Q-Scores for Non-assigned Reading and Leisure Reading Time dropped.
This bottleneck was further substantiated by the Year-end School-based Questionnaire, where student feedback on language acquisition and reading initiatives remained below satisfactory levels. The positive response rates for the following items range between 50% and 60%.

- I think the school's "Reading Across the Curriculum" (RaC) lessons help increase my interest in learning English and reading.
- I think the school's "Reading Across the Curriculum" (RaC) lessons help enhance my English reading ability.
- I think I am confident in learning through English.

A rigorous programmatic review indicates that over the past academic cycle, the school prioritized curriculum remediation, examination skill drilling, and intensive baseline training to secure

immediate academic breakthroughs. Consequently, leisure reading promotion and cross-curricular reading strategies (Reading Across the Curriculum, RaC) received comparatively less institutional time and pedagogical focus. While this tactical reprioritization stabilized public examination benchmarks, it inadvertently constricted students' habit of wide reading, leaving leisure literacy and language confidence at a critically low baseline.

2.2 Study Habits, Homework Submission, and Junior Form Self-Regulation

While students acknowledged the clarity of teaching (APASO, Q-Score 114), their intrinsic study self-regulation showed room for growth. The APASO Q-Score for Homework Submission and Revision Habits stood at 89, representing a visible discrepancy against the high instructional scores.

Cross-referencing this score with internal school disciplinary and homework-tracking databases confirms that homework non-submission and irregular revision routines are disproportionately concentrated in Junior Secondary forms (Secondary 1 and 2). This issue is clearly reflected in the Year-end School-based Questionnaire. The following items are still have rooms of improvement.

- I think the homework policy helps me develop a conscientious attitude towards learning.
- I think my learning motivation is stronger than before.
- I think my study skills have improved compared to the past.
- I think my personal learning goals are very clear.

Qualitative teacher feedback suggests that many junior students have not fully internalized autonomous study skills, such as Cornell note-taking, systematic revision planning, and self-directed time management. When transitioning from primary to secondary education, these students struggle with increased academic volume, leading to reactive homework completion rather than proactive learning.

2.3 Variable Adoption of the School-based Lesson Model and Student Learning Self-Efficacy

Over the past two years, the school synthesised educational research, EDB guidelines, and QA Reports to construct a **School-based Lesson Model** (incorporating Self-Regulated Learning elements, Thinking Routines, interactive questioning, and Assessment for Learning). A corresponding lesson observation protocol was also designed.

However, classroom implementation data reveals that consistent application of this model remains uneven. While lead teachers and CoP members utilised the model effectively, the school-based observation rubric has not yet become the universal reflective tool across all subject departments, indicating that the school has yet to establish a fully unified pedagogical language and observation culture.

This uneven instructional consistency directly impacted students' academic self-efficacy and sense of fulfillment, as evidenced by low agreement rates in the Year-end School-based Questionnaire:

- I am satisfied with my learning outcomes.
- I am full of confidence in my learning.

The positive response rates for the following items are better than the above-mentioned items, however, still room for improvement.

- I think the school has provided appropriate support to boost my learning confidence.
- I think the school and teachers cater to my learning needs across different dimensions.
- I think my learning effectiveness has improved compared to the past.

These figures indicate that teaching delivery must transition further from teacher-led instructional

guidance to student-centred empowerment and differentiated support that build genuine academic confidence.

2.4 Strategic Shift: From Remedial-Centric to Tiered Elite Cultivation and Senior Secondary Transition

While the school's heavy investment in remedial teaching succeeded in elevating baseline learning attitudes and overall DSE pass percentages, the institutional balance between remediation, high-end talent development, and curriculum bridging requires recalibration.

Findings from the Year-end School-based Questionnaire highlight that further strengthening students' confidence and readiness for senior secondary academic demands is a priority for the school.

- I can cope with the demands of the senior secondary curriculum.
- I feel I am mentally well-prepared to take on the challenges of the senior secondary curriculum.
- I think the school has provided appropriate support to guide me in setting personal goals for the future.

Furthermore, high-achieving and gifted students require broader platforms beyond the regular syllabus. Opportunities for students to participate in inter-school academic decathlons, university-level enrichment programs, and cross-border innovation challenges were relatively limited. A systematic, tiered gifted-education framework—paired with a robust S3-to-S4 curriculum bridging mechanism—is necessary to stretch high-potential learners while equipping all students to tackle the senior secondary curriculum with confidence.

Despite notable strides in DSE examination pass rates, multiple data sources reveal an underlying challenge in students' holistic language proficiency and reading habits. A rigorous programmatic review indicates that over the past academic cycle, the school prioritized curriculum remediation, examination skill drilling, and intensive baseline training to secure immediate academic breakthroughs. Consequently, leisure reading promotion and cross-curricular reading strategies (Reading Across the Curriculum, RaC) received comparatively less institutional time and pedagogical focus. While this tactical reprioritization stabilized public examination benchmarks, it inadvertently constricted students' habit of wide reading, leaving leisure literacy at a critically low baseline.

2.2 Study Habits, Homework Submission, and Junior Form Self-Regulation

While students acknowledged the **clarity of teaching** (APASO, Q-Score114), their intrinsic study self-regulation showed room for growth. The APASO Q-Score for **Homework Submission** and **Revision Habits** still has room for improvement, representing a visible discrepancy.

Cross-referencing this score with internal school disciplinary and homework-tracking databases confirms that homework non-submission and irregular revision routines are disproportionately concentrated in Junior Secondary forms (Secondary 1 and 2). Qualitative teacher feedback suggests that many junior students have not fully internalised autonomous study skills, such as note-taking, systematic revision planning, and self-directed time management. When transitioning from primary to secondary education, these students struggle with increased academic volume, leading to reactive homework completion rather than proactive learning.

2.3 Variable Adoption of the School-based Lesson Model

Over the past two years, the school synthesised educational research, EDB guidelines and QA Reports to construct a School-based Lesson Model (incorporating Self-regulated Learning elements, Thinking Routines, interactive questioning, and Assessment for Learning). A corresponding lesson observation protocol was also designed.

However, classroom implementation data reveals that consistent application of this model remains uneven. Lead teachers and CoP members utilised the model effectively across all subject departments.

2.4 Strategic Shift: From Remedial-Centric to Tiered Elite Cultivation

While the school's heavy investment in remedial teaching succeeded in elevating baseline learning attitudes and overall DSE pass percentages, the institutional balance between remediation and high-end talent development requires recalibration. High-achieving and gifted students require broader platforms beyond the regular syllabus. Opportunities for students to participate in inter-school academic decathlons, university-level enrichment programs, and cross-border innovation challenges were relatively limited. A systematic, tiered gifted-education framework is necessary to stretch students with high academic potential.

Feedback and Follow-up

3. Strategic Transition: The New Three-Year Plan

Following a comprehensive review of the 2025/26 school year and the past three-year cycle, the school has consolidated its progress and formulated a **New Three-Year Development Plan**. As we begin to introduce and adopt the core concepts of self-directed learning, our focus in this new cycle is to nurture positive study habits, strengthen language and digital capabilities, and build students' confidence step by step.

3.1 Target Student Profile

In the coming three years, the school aims to develop students who are **responsible and proactive learners**, strengthen **language proficiency**, strengthen **digital literacy and innovative thinking**, equipped with **both digital literacy and humanistic qualities**, and understand **Career and Life Planning (CLP)**.

Strategies

a. Enhancing Language Proficiency and Reading (Chinese & English)

- **Promoting a Broad Reading Culture:** Actively cultivate reading habits across the school through morning reading sessions, book sharing, and reading reward schemes in both Chinese and English.
- **Reviewing Reading Across the Curriculum (RaC):** Review and update RaC materials across subjects, selecting relevant, accessible reading texts that connect subject knowledge with language learning.
- **Extended Language Activities:** Organize diverse experiential activities outside the standard curriculum—such as speech contests, drama workshops, creative writing, and language-rich field trips—to give students more opportunities to use both languages with confidence.

b. Developing Self-Learning Habits and Classroom Interactivity

- **Learning Habits and Study Skills:** Step-by-step guidance on pre-lesson preparation, systematic note-taking, and higher-order thinking tools to help students build clear daily study routines.
- **Classroom Elements for Self-Directed Learning:** Design lessons around the principles of **"High Participation"** and **"High Display"** , ensuring students have ample opportunities to discuss, present, and showcase their ideas during lessons.

c. Digital Transformation and "AI + Curriculum"

- **Human-AI Collaborative Learning:** Integrate AI tools into the curriculum so students learn to use AI responsibly for brainstorming, drafting, and problem-solving.
- **Real-Life Connections:** Design learning tasks that connect classroom concepts to

everyday life, developing students' Critical Thinking, Communication, Collaboration, and Creativity, while fostering an entrepreneurial mindset.
- **Blended Learning:** Utilize digital platforms to provide interactive materials and scaffolded support to cater to different learning paces.

d. Digital Assessment as Learning (AaL)
- **Subject-Based Assessment Guidelines:** Each subject will establish clear learning objectives, evaluation guidelines, and self-assessment tools.
- **Empowering Student Self-Assessment:** Use digital tools to help students track their own progress, review mistakes, and adjust their study plans.
- **Student Feedback:** Encourage students to evaluate and give feedback on the effectiveness of learning resources and teaching strategies.

e. Career & Life Planning and Broadening Horizons
- **Level-Specific CLP Objectives:** Set clear, progressive life planning goals for each form—guiding junior students to discover personal interests and study goals, and senior students to plan their post-secondary pathways and career directions seriously.
- **Unleashing Potential through Competitions:** Encourage and support students to take part in school-based and external competitions, academic contests, and community projects, helping them challenge themselves and build lasting confidence.

4.3. **Major Concern 3: Nurturing students' Citizenship with National and Global Identity**

Achievements

1. Developing Good Moral Character with Positive Values and Attitudes

1.1. Student Leadership Mentorship & Capacity Building

- Small-Group Mentorship Model: Under the Moral and Civic Education (MCE) Committee, each teacher mentored 2–3 Student Ambassadors. This approach streamlined early preparations and ensured the smooth execution of student-led initiatives.
- Proactive Student Leadership: The student Chairman and Vice-Chairman actively spearheaded initiatives such as the PSHE interactive game booths. Student ambassadors demonstrated strong presentation confidence and disciplined execution across all scheduled events.

1.2. Flag-Raising Team Development & Beijing Exposure

- **Ceremonial Readiness:** Through systematic training, team members exhibited high discipline and are fully prepared to lead flag-raising ceremonies in the coming academic year.
- **Beijing Flag-Raising Team Tour:** Members visited Beijing, observing the solemn Tiananmen Square flag-raising ceremony and engaging in official exchanges with both the Tiananmen Flag Guard and the Beijing Language and Culture University Flag-Raising Team, profoundly broadening their horizons.

1.3. National Security Education Day *(24–25 September 2025)*

- Whole-School Engagement: S1–S5 students toured the dedicated National Security Exhibition, followed by a school-wide (S1–S6) hall seminar conducted by external experts.
- Impact Evaluation (Survey Findings):
  - **Knowledge:** Nearly 80% of respondents reported an enhanced understanding of Chinese and Hong Kong history, the Basic Law, and the National Security Law.
  - **Attitude:** Over 80% demonstrated a strengthened sense of national and global citizenship identity, expressing a clear grasp of the principle that *"National Security is Everyone's Responsibility."*
  - **Behaviour:** 66% committed to proactively following current affairs and national developments (22% strongly agree, 44% agree), while nearly 80% affirmed they would maintain high vigilance regarding national security in daily life.

2. Deepening Understanding of Chinese History, Culture, and National Security

2.1. Inter-School Recognition & Public Expression

- **Most Active Participation Award:** Awarded by the Education Bureau in the *2026 Constitution and Basic Law Competition for All Hong Kong Schools*, recognizing whole-school participation.
- **Speech Under the National Flag:** Deepened students' comprehension of national security themes and provided a platform to express national pride alongside global awareness.

2.2. Interdisciplinary Curriculum Integration (PSHE & Chinese Culture)

- **PSHE Week (NSE & UN SDGs Synergy):** Subject departments integrated National Security Education (NSE) alongside the United Nations Sustainable Development Goals (SDGs), achieving outstanding evaluation benchmarks:
  - 100% Agreement: The initiatives effectively built foundational NSE knowledge.

- 96.3% Recognition: Students successfully connected NSE with global sustainability frameworks.
- >96% Intrinsic Interest: Students expressed a strong desire to further explore these topics.

- **Chinese Cultural Week:** Approximately 200 students explored intangible cultural heritage through the *Yuen Long Jiao Festival*, examining cultural customs across multiple subject dimensions.

2.3. Commemorative Events & Interactive Exhibitions

- 80th Anniversary Commemoration *(3 September 2025)*: Conducted a school-wide viewing of the military parade commemorating the 80th anniversary of the victory in the Chinese People's Anti-Japanese War and the World Anti-Fascist War.
- National Security Exhibition & Book Fair *(March 2026)*: Featured the *China's War of Resistance Against Japanese Aggression Exhibition* (sourced from the Museum of Coastal Defense).
  - S2 classes visited during Class Teacher Periods, while senior forms were coordinated via Citizenship & Social Development (C&S).
  - 321 students (S1–S5) completed learning worksheets, achieving high average scores reflecting solid cognitive retention of historical and national identity concepts.

2.4. Mainland Study Tours & Affective Outcomes

- **Experiential Study Tours:** The *Flag-Raising Team Beijing Tour* and the *Shaanxi Summer Tour* enabled students to witness national modernization and heritage firsthand, followed by reflective post-tour sharing sessions.
- **APASO Benchmark:** On the APASO scale for National Identity Recognition (encompassing responsibility, pride, and respect for national symbols and achievements), the school attained a notable score of 116.

Reflection

1. **To develop students with good moral character with positive values and attitudes**
   Apart from class teacher periods, it is suggested that related activities centered around the same theme be held on adjacent days to enhance engagement. For Form 6, school social workers conducted an education talk. Class teachers feedbacked that the content felt a bit too shallow and failed to deeply engage the students.

   For Form 4, the post-activity questionnaire revealed an overall student satisfaction rate of approximately 80% for the seminar , indicating room for improvement. This was mainly attributed to the teaching materials and case studies provided by the Department of Health, which were somewhat dated and lacked contemporary relevance, thereby leading to reduced student resonance and engagement.

2. **To help students understand Chinese History, Culture, and National Security Knowledge**
   Up to 66% of students expressed a willingness to become more proactive, reflecting that the younger generation is not indifferent, but rather possesses the potential to care about society and national affairs. However, a gap exists between 'Intention' and 'Action’. Due to the limitations inherent in the online competition format, the school encountered difficulties in collecting and accurately calculating the exact number of participating students, making it challenging to maintain 100% control over the participation data. It is recommended to incorporate more engaging or interactive content in flag-raising ceremony speeches to enhance student participation and classroom vitality.

Extension activities may not always be feasible, it is suggested to integrate them with subjects or themes where possible. While overall feedback is overwhelmingly positive, the knowledge acquisition rate for SDGs (88.9%) was slightly lower than that for NSE (100%). This suggests that while students clearly grasped national security concepts, the multi-dimensional nature of the 17 UN SDGs requires more concrete examples in the coming year. Theme-based Chinese cultural week can make the objective be more focus.

Feedback and Follow-up

1. **Connecting the NDS with daily lives**
   Traditional news reporting often focuses on political wording. If these are not translated into relevant points for students' daily lives, it becomes difficult for them to understand how national affairs connect to their daily life (e.g., how economic policies impact employment, or how diplomatic developments affect youth development). Therefore, in the coming year, the content of our speech under the national flag will connect national affairs to their daily life.

   With the Values Education Curriculum Framework (2026) mentioned: “Rooted in China, Connected to the World” and the vision of **'a Community with a Shared Future for Mankind'** (人類命運共同體) proposed by President and General Secretary Xi Jinping. More international information will be provided.

2. **Fully implement SDG–NSE integration:**
   Design dedicated interactive workshops and join external SDG activities to arise the SDG awareness and knowledge. Incorporate real-world regional or national case studies (e.g., China’s green transition, food security technology) to make the dual concept of "NSE + SDG" more tangible
   .
3. **Develop the Miniature Interdisciplinary Learning Project as a flagship:**
   This program is a student-led platform that empowers participants to interpret and showcase Chinese history and culture for visitors. It develops their skills in curation, guided tours, and bilingual presentation, with all learning and reflections documented in a personal portfolio.

4. **Strengthening the connection with the Hong Kong Police Force :**
   Strengthen future collaboration with the Hong Kong Police Force and other government/community bodies to bring mobile educational units, interactive tech platforms, or workshops directly into the school. Expand Mainland learning opportunities by participating in EDB-organized Mainland study tours in the upcoming academic year

5. Our Learning and Teaching

To enhance learning and teaching effectiveness and consolidate the major concern of "Strengthening students' learning confidence and motivation," a comprehensive series of school-wide pedagogical initiatives, targeted tier-support programmes, and professional development platforms were implemented throughout the 2025/26 academic year. The key operational details and achievements are outlined below:

Professional Capacity Building: Assessment for Learning (AfL) and Questioning Skills

To strengthen teachers' capacity to track student learning progress systematically, the Academic Executive Committee (AEC) collaborated with the Quality School Improvement Project (QSIP) to deliver whole-school training on Assessment for Learning (AfL) and classroom questioning techniques during the First Staff Development Day. The sessions deepened teachers' pedagogical awareness in using formative assessment data and purposeful questioning to provide actionable, timely feedback.

To embed these practices into everyday classroom routines, AEC established a cross-departmental Community of Practice (CoP) comprising seven subject teachers (HMSC, English, Chinese, Chinese History, History, Life & Society, and Citizenship & Social Development). Between October and June, CoP members engaged in professional dialogues, collaborative lesson planning, and conducted two open research lessons, culminating in a school-wide concluding sharing session. This initiative established a culture of reflective practice, equipping teachers with the confidence to deploy structured questioning and AfL tools to help students monitor their own learning milestones.

Digital Transformation, Pre-lesson Preparation, and Active Classroom Participation

In close partnership with the eLearning Team, the school actively explored digital tools and blended instructional strategies to boost classroom engagement. Through professional development mini-workshops and targeted resource sharing, teachers expanded their digital teaching toolkit.
A central emphasis was placed on pre-lesson learning and preparation enabled by eLearning platforms. Subject departments incorporated interactive tasks, digital note-taking, structured group discussions, and collaborative peer presentations into regular units. This shift successfully transformed traditional teacher-led delivery into a student-centred environment characterized by active inquiry and collaborative problem-solving.

Junior Secondary Transition and Study Skills Development

To support S1 entrants in adapting smoothly to secondary school academic demands, a structured study skills workshop was conducted at the start of the academic year. The workshop achieved high student agreement in helping newcomers understand their VARK learning styles, adopt effective note-taking systems, and establish disciplined daily study routines. The learning style profiles will be integrated into students' Personal Growth Portfolios to inform ongoing academic guidance.
To strengthen English-medium learning readiness across the curriculum, cross-curricular collaboration was initiated among S1 subjects. Academic departments worked together to help students build a solid academic vocabulary base across disciplines, scaffolding technical terms and subject-specific language to boost their reading comprehension and expressive confidence.

Tiered Learning Support, Early Intervention, and Peer Tutoring

To ensure that no student was left behind, the school maintained a responsive early-identification and multi-tiered intervention framework. Following the First Term Examination, students with repeated unsatisfactory academic results attended structured goal-setting sessions with the Vice Principal to diagnose learning bottlenecks and formulate actionable recovery plans. In parallel, teachers served as mentors to provide individualised care, monitor academic progress, and nurture effective study habits. To reinforce foundational knowledge and bridge persistent learning gaps, a dedicated Summer Boost Programme was also organised for students requiring supplementary academic consolidation.

Complementing teacher-led interventions, peer-assisted learning was actively strengthened throughout the year. The Study Squad scheme was refined by opening enrolment to voluntary participants, successfully attracting students eager to establish collaborative revision routines and cultivating a supportive, self-motivated peer-learning culture. Furthermore, to alleviate assessment anxiety and supplement peer coaching, targeted academic support groups were organized for S1 students prior to the final examinations, equipping them with structured revision tutorials and practical examination strategies.

Bridging Programmes, Extended Learning, and Whole-Person Development
To support smooth academic transitions and foster whole-person development, the school implemented a comprehensive suite of bridging and enrichment initiatives. To prepare Secondary 3 students for the senior secondary curriculum, a structured bridging series—comprising subject taster sessions, curriculum briefings, and mock elective selection exercises—was organised to guide students in making well-informed academic and pathway choices.

Alongside curriculum transition, talent development was actively prioritised. High-achieving and gifted learners were systematically nominated and sponsored to participate in external academic competitions, Olympiads, and specialised enrichment programmes organised by tertiary institutions and the Hong Kong Academy for Gifted Education (HKAGE). Furthermore, diverse cross-curricular and experiential learning opportunities—such as educational field trips, inter-school speech contests, and project-based investigations—were arranged across departments to broaden students' horizons, hone their communication and critical thinking skills, and connect classroom learning to authentic, real-world contexts.

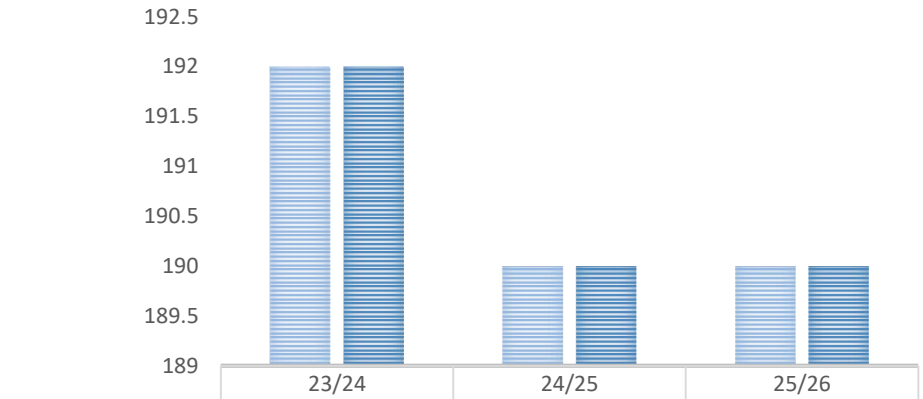
Student-Led Co-Curricular Learning and Society Governance
Student-led Departmental Societies provided rich platforms for cultivating student leadership, subject interest, and peer engagement. Following a year-end operational review, AEC initiated a review of departmental activity guidelines to establish common standards across panels. This ensures a balanced distribution of workload among student committee members, maintains fair and broad student participation, and maximises the developmental impact of student-led academic initiatives.

Curriculum

Subject	S1	S2	S3	S4	S5	S6
Chinese Language	C	C	C	C	C	C
English Language	E	E	E	E	E	E
Mathematics / Mathematics (Core)	E	E	E	E	E	E
Citizenship and Social Development	---	---	---	C	C	C
Biology	---	---	---	E	E	E
Business, Accounting and Financial Studies	---	---	---	E	E	E
Chemistry	---	---	---	E	E	E
Chinese History	C	C	C	C	C	C
Chinese Literature	---	---	---	C	C	C
Economics	---	---	---	E	E	E
Geography	E	E	E	E	E	E
Health Management and Social Care	---	---	---	C	C	C
History	E	E	E	E	E	E
Information and Communication Technology	E	E	E	E	E	E
Integrated Science	E	E	E	---	---	---
Life and Society	E	E	E	---	---	---
Mathematics Extended Part (M2)	---	---	---	E	E	E
Physics	---	---	---	E	E	E
Visual Arts	E	E	E	E	E	E
Music	E	E	E	---	---	---
Putonghua	P	P	P	---	---	---
Religious Education	E	E	E	---	---	---
Physical Education	E	E	E	E	E	E
STEAM	---	C	C	---	---	---
Career and Life Planning	---	---	C	---	C	C
Christianity and Life	---	---	---	C	C	C
Humanistic Education	---	---	---	C	---	---
Language across the Curriculum	---	---	---	E	---	---
Life Education	C	C	---	---	---	---
Reading across the Curriculum	E	E	---	---	---	---

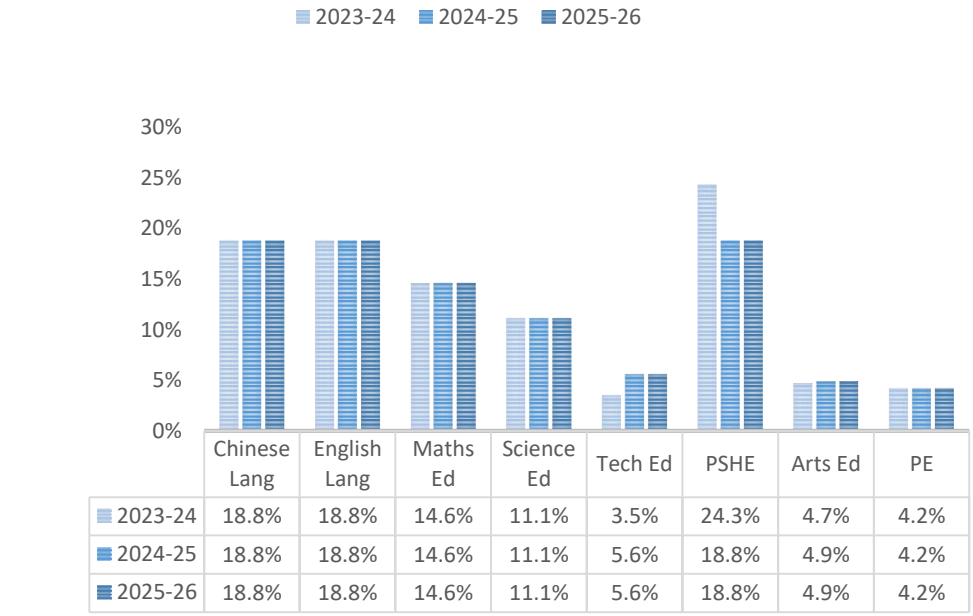
E: English as medium of instruction
C: Cantonese as medium of instruction
P: Putonghua as medium of instruction

Number of Active School Days



	23/24	24/25	25/26
No. of School Days	192	190	190
No. of Active Days	192	190	190

Lesson Time for the 8 Key Learning Areas (S1-S3)



	Chinese Lang	English Lang	Maths Ed	Science Ed	Tech Ed	PSHE	Arts Ed	PE
2023-24	18.8%	18.8%	14.6%	11.1%	3.5%	24.3%	4.7%	4.2%
2024-25	18.8%	18.8%	14.6%	11.1%	5.6%	18.8%	4.9%	4.2%
2025-26	18.8%	18.8%	14.6%	11.1%	5.6%	18.8%	4.9%	4.2%

6. Student Support and School Ethos

6.1. Holistic Development and Whole-school Approach

Heep Woh College adopts a whole-school approach to foster well-rounded development across moral, intellectual, physical, social, aesthetic, spiritual, and emotional dimensions, cultivating a vibrant and caring campus ethos.

- **Strategic Cross-Departmental Synergy:** Regular joint meetings among KLA, panel, and Student Growth committee heads—guided by the *Large-Scale Activities Planning and Evaluation Form*—ensure all major initiatives align seamlessly with school Major Concerns and EDB priority tasks.
- **Targeted Pastoral Curriculum:** Form-tailored workshops, guest talks, and class teacher periods systematically nurture emotional resilience, stress management, positive life-art engagement, and self-regulation.
- **Data-Informed Pastoral Care via PGP:** Leveraging the AI Personalised Growth Portfolio (PGP)—featuring the *Wellness-Gram* and *Multiple-Intelligences & Generic Skills Survey*—students track daily habits across exercise, sleep, diet, reading, and screen time. Triangulating PGP profiles with APASO data enables teachers and social workers to design timely, targeted mental health strategies and developmental interventions for every student.

6.2. Christian Education

During the 2025/26 academic year, the Religious Education Committee and Department implemented a range of cross-departmental initiatives aimed at deepening students' spiritual growth, fostering resilience, and strengthening positive values across the school community. Key programs included the S1 and S4 Life Education Camps, the newly launched Mentorship Programme for S1 and senior form students (S5–S6), inter-class events, and collaborative cross-curricular activities such as a Bible Story Animation assignment with the IT Department and a Christian comic author talk during Gospel Week.

These initiatives achieved encouraging outcomes and were warmly received by students. Survey findings indicated that over 70% of students felt the school's spiritual atmosphere was positively enhanced, and a similar proportion affirmed that RE activities helped them manage academic stress, cultivate resilience, and develop key moral values such as empathy, benevolence, and commitment. Furthermore, over 70% of participating students recognized the meaningful contribution of Christian music, hymns, and contemplative prayer to their spiritual development and personal growth.

Looking ahead, the committee has identified key priorities to refine future implementation. To address the challenge of engaging students from diverse Christian and non-Christian backgrounds, future RE lessons will incorporate more real-life scenarios and contemporary issues to make biblical teachings directly applicable to daily life. Additionally, the department plans to design more targeted strategies focused on students' physical, mental, and social well-being, as well as enhance reading motivation through engaging supplementary materials and interactive sharing activities.

6.3. Extra-curricular Activities

The Extra-curricular Activities Committee implemented a comprehensive suite of programs designed to foster holistic student development in the domains of healthy lifestyles, leadership, and global citizenship. This was achieved through a structured portfolio of seven core interest classes, seven interest clubs, alongside targeted leadership training programs. To cultivate national awareness and community responsibility, a school-based Jockey Club Volunteer Together program was organised for all S2 students, while various community visits—including outreach to the homeless and the

elderly—alongside a Mainland Service Tour were also conducted. Furthermore, a diverse array of adventure-based initiatives was expanded; besides inviting student leaders to join Outward Bound, programs such as the Waterfront & Ecological Activity, and the Ocean Co-learning Growth Program were also organized to enhance students' mental health under the 4Rs framework while integrating marine ecological conservation.

The success of these initiatives is reflected in notable achievements across various domains. Stakeholder surveys and APASO data indicated that most students agreed the school provided sufficient activities to stretch their potential and execute a healthy lifestyle. Most interest class and interest club members found activities engaging and beneficial, while wellness programs such as the Waterfront & Ecological Activity, Raden Jewellery Workshop, and SA De-stress Carnival provided vital opportunities for relaxation and mental well-being under the 4Rs Mental Health Charter. Over 90% of student leaders expressed satisfaction with their personal growth and activity organisation skills. Moreover, leadership confidence was significantly strengthened, with 89.5% of junior leaders and 83.6% of senior leaders expressing greater confidence in their roles following training. Participants demonstrated increased resilience and a stronger willingness to overcome challenges. Competitive achievements included the Music Teams, Sports Teams, Dance Team, and Robotics Teams receiving various awards, alongside active participation by the archery and rope skipping teams in inter-school competitions.

Looking ahead, the committee will focus on improving event planning and promotional timelines to boost student participation and attendance. Leadership training will be enhanced with a stronger emphasis on strategic communication and activity organisation. Additionally, the committee will optimize funding resources, broaden service-learning experiences, and continue promoting mental well-being to support sustainable student growth.

6.4. Supporting Neurodiversity

The Student Support Committee continued to foster an inclusive school culture through a dedicated Whole-School Approach to supporting neurodiversity. Utilising the Learning Support Grant, the school maintained a team comprising an Associate Teacher and a part-time social worker to provide tailored support.

A range of services, including speech therapy and arts-based therapies, were offered to enhance students' social and adaptive skills. Furthermore, a variety of workshops, such as "New School Term 101," "Juggling Ambassadors," and "Board Game," were organised to build students' self-management skills, improve social competence, and increase self-efficacy.

In collaboration with the Student Guidance Committee and four school social workers, the team joined the "Student Mental Health Support Scheme," acquiring additional resources for individualised student support. Partnerships with other departments also facilitated career guidance and assessment accommodations.

The effectiveness of these initiatives is supported by post-activity evaluations. A majority of stakeholders perceived the programmes as successful in promoting healthy lifestyles and strengthening learning confidence. This is further corroborated by student surveys indicating steady improvement in healthy habits and academic self-assurance. APASO results also showed a positive trend in school climate, characterised by reduced loneliness and an enhanced sense of belonging. Parent education initiatives successfully increased parental engagement.

Through these concerted efforts, the school remains dedicated to the Whole-School Approach in advancing student mental health and well-being, ensuring that each student feels valued, supported, and empowered to realise their full potential.

6.5. Mental Health

The Guidance Committee has been dedicated to promoting the 4Rs Mental Health Charter by providing comprehensive mental health information and training for students, parents, and teachers. To reinforce our support network, we aim to train the Guidance Prefect Team into "Student Gatekeepers." Through systematic, school-based training supplemented by specialised thematic workshops delivered by external professional organisations, our Guidance Prefects are equipped to recognise common emotional and mental health issues. They also acquire practical skills in peer care, responding to online help-seeking requests from peers, and assisting teachers in managing on-campus crisis incidents. The establishment of peer support as a protective factor is well reflected in the SHS (e.g. Q. 25), where students indicated that they maintain harmonious relationships with their peers. It has become a common practice for students to proactively accompany peers in need of emotional support to seek assistance from teachers or four school social workers.

A strong culture of "peer mutual support" was highly visible this academic year, with students actively encouraging and accompanying peers facing emotional distress to participate in school activities. This positive shift is closely tied to the Guidance Prefects' robust promotional efforts in advocating "Relationship" across the campus. Furthermore, according to the "Guidance Prefect Training Effectiveness Survey," 100% of the trained Guidance Prefects agreed that "the training enhanced my confidence in conveying the message that students can seek help from trusted adults (such as teachers, social workers, and parents) when facing difficulties," and that "after training, I feel more confident in helping peers undergoing emotional distress (e.g., persuading or accompanying peers in need to seek support/assistance)." These findings demonstrate that adequate training not only strengthens peer relationships but also effectively fosters a spirit of mutual care and watchfulness. The fruitful outcomes of positive teacher-student interactions are also reflected in the positive metrics of SHS (Q. 26 and 28). Additionally, the committee launched the "Let's Grow" lunchtime broadcasting interview series every Wednesday. Through the personal stories shared by teachers and students, the program promotes a growth mindset to combat adversity and enhance students' psychological resilience. In the post-pandemic era, students' anxieties have gradually stabilised, a trend validated by the positive data regarding student emotions in APASO (Q. 1 to 3).

To extend support to families, the committee deliberately organised two Friday evening parent seminars. To align with our specific school context, these seminars were hosted by our own teachers to enhance parents' understanding of adolescent development. The seminars received highly favorable feedback; the post-activity survey indicated that 100% of the respondent parents agreed that "the seminar allowed me to better understand my children's thoughts and feelings," and 100% stated that "I feel I can apply what I learned tonight to real-life situations." Empowering parents with the confidence to take "action" is crucial for them to effectively fulfill their roles as "Parent Gatekeepers."
Regarding staff development, the committee compiled the "School-based Teacher Gatekeeper

Manual" this academic year, aiming for "early identification and early intervention" to support students with potential mental health risks. The manual is designed to aid colleagues in identifying students' mental health needs and providing corresponding support, thereby boosting their confidence in performing their duties as "Teacher Gatekeepers."

6.6. Good Habit and Character Building

the Discipline Committee focused on cultivating positive moral character in students, with a primary emphasis on anti-bullying, integrity, law-abiding values, and cybercrime prevention. A wide range of school-wide and form-specific initiatives were organized to realize these goals. Workshops and interactive sessions were conducted in collaboration with various external organizations—including anti-smoking seminars organized with LEAP for S1 students, anti-drug lunchtime booths hosted by the Hong Kong Christian Service Lutheran Centre, and cybercrime awareness sessions arranged with

The Chinese University of Hong Kong. The effectiveness of these programs was validated by stakeholder survey results, APASO data, and school-based questionnaires, which reflected high levels of student satisfaction with campus life and healthy lifestyle practices.

To cultivate healthy habits and digital literacy, the committee addressed internet addiction through targeted articles and parent education, including a seminar series and a tailored 1-on-1 parenting program co-organized with the Zion Social Service Counselling Centre. In partnership with the Extra-Curricular Activities Committee (ECAC), experiential adventure activities were organized for students with specific learning or behavioral needs, yielding significant improvements in self-confidence, resilience, empathy, and team trust. To reinforce law-abiding values and civic duty, the committee facilitated talks such as the Rehabilitation Pioneer Project by the Correctional Services Department. Students also showcased their commitment to lawfulness and national identity through external competitions, securing top honors in events such as the Wong Tai Sin Police District Anti-Deception Short Film Competition and a Chinese historical character performance contest. Meanwhile, the Prefect Team was continually empowered through structured internal training, a dedicated leadership camp, and interactive exchange opportunities.

Throughout the year, publication articles covering topics such as self-discipline, lawfulness, and personal responsibility were disseminated to deepen students' moral awareness. Looking ahead, class teachers will guide and encourage students to read the shared articles during Growth Wednesday morning assemblies, while additional reflection elements will be integrated to deepen students' understanding of core values. Furthermore, the committee plans to deepen collaborations with public and governmental bodies to broaden students' societal exposure, while partnering with organizations like the TWGHs Hearty Centre ("Let's Shine" Healthy School Service) to promote drug-free, healthy lifestyles across the campus.

6.7. Career and Life Planning

The school has implemented a comprehensive Career and Life Planning (CEP) curriculum from S1 to S6, which is integrated across various subjects. The curriculum is designed to help students understand their interests and strengths, explore multiple academic and career pathways, and cultivate positive attitudes. Through classroom instruction and experiential activities, we aim to build students' self-confidence and inspire them to pursue healthy and purposeful lives.

The CEP curriculum is delivered effectively at each key stage. For S1 and S2 students, learning is integrated into Life Education lessons and Life-wide Learning Day, including visits to CUHK and HKUST, which enable students to develop self-understanding and explore diverse opportunities. S3 students complete five sessions as part of the Taster Programme , actively engaging in values-based reflection. Senior form students receive courses as scheduled, with highly positive feedback. Survey results indicate that nearly 95% of S5 and S6 students are satisfied with the programme. Over 90% agree that it helps them understand post-secondary options, set goals, and formulate preliminary life plans, while 80% report increased confidence for future studies. Approximately 90% find individual counselling helpful in making informed decisions.

A wide range of CEP-related activities has been successfully organised to enhance students' self-awareness and confidence. Notable examples include the S6 Mock Results Release and tertiary institution visits, both of which received over 90% satisfaction rates and significantly improved students' preparedness. A CEP Education Day was organised for S2 to S5 students, featuring university guided tours, experiential workshops on emerging STEAM careers, and site visits to government organisations. The S6 Mentoring Scheme effectively supported students in exploring diverse pathways, with 90% acknowledging its usefulness in making post-secondary choices. Additionally, over 95% of students enrolled in Applied Learning Courses expressed satisfaction, and 88% reported increased confidence.

Building on this strong foundation, we have planned some improvements for the coming academic year. We will give more individual counselling to senior students and deepen career exploration for juniors. We will also refine the Form 6 Mentoring Scheme to provide more targeted support for JUPAS applications and other routes. Finally, we will continue to improve our teaching strategies and develop a good-practice guide to bring together the successful elements of our CEP work.

6.8. Moral and Civic Education

The Moral and Civic Education Committee has actively promoted holistic student development through a multi-faceted approach. To foster healthy lifestyles, a school-based curriculum was designed around the theme "Caring for the Individual, Society, and the Country," integrating twelve priority values. This was complemented by a whole-school, age-appropriate sex education program. Evidence from post-activity surveys confirms the success of these initiatives, showing increased student awareness in areas like integrity and empathy.

To strengthen student confidence and leadership, approximately 30 student leaders were trained as Moral and Civic Education Ambassadors. They led the weekly "speech under the national flag," enhancing their public speaking skills and community involvement.

A significant focus was placed on nurturing citizenship with a strong national and global identity. This was achieved through a variety of initiatives, including expert-led seminars on national security and the Basic Law, and school-wide participation in national knowledge competitions. The weekly flag-raising ceremony, a vibrant Chinese Culture Week, and post-examination workshops on traditional arts provided consistent platforms for civic and cultural education. Furthermore, cross-border field trips offered invaluable interdisciplinary learning experiences. We smoothly organized the National Security Education Day on 24-25/9/2025.All students from Secondary 1 to Secondary 5 visited the National Security Exhibition.

This year, we extend to the global awareness of students. A national flag raising ceremony is held regularly every Tuesday, accompanied by a "Speech Under the National Flag" sharing topics such as recent developments in the country, Chinese culture, Chinese history, and the significance of the national flag, national anthem, and national emblem and 17 sustainable goals.This year, some activities were integrated with subjects (e.g., Biology, PSHE), strengthening cross-disciplinary connections and practical experiences. See attachment for the detailed topics.

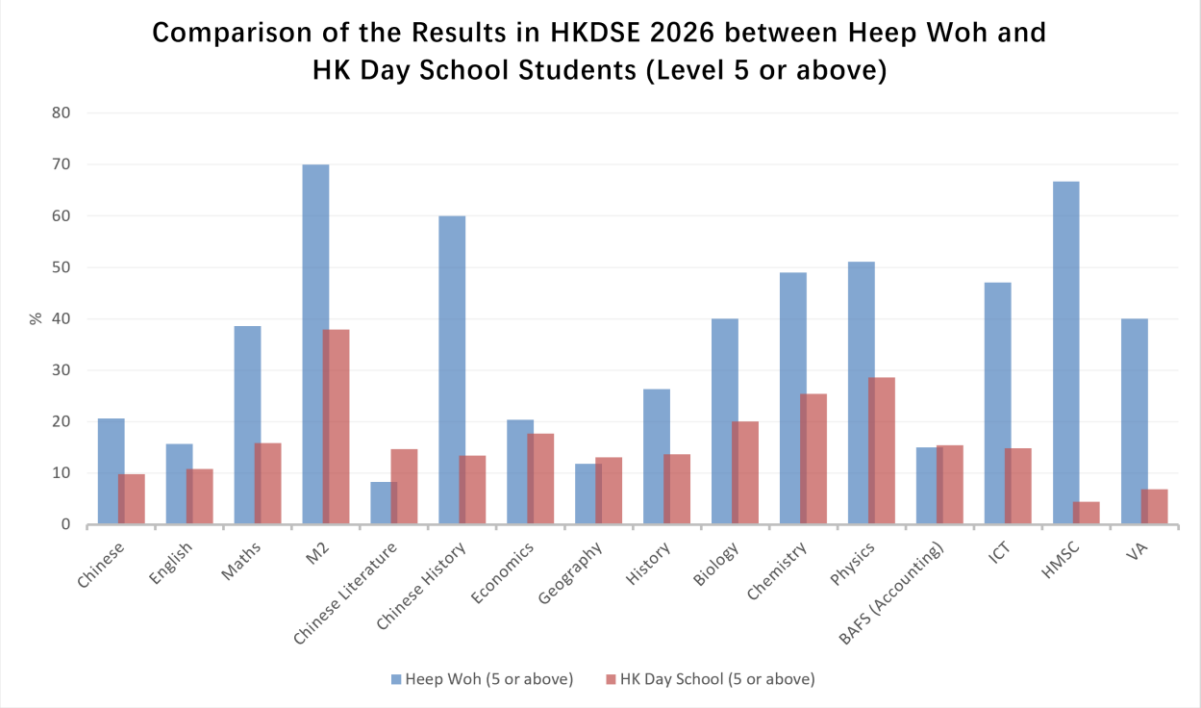
One of our S2 students joined Asia Pacific Youth Model United Nations 2026 (APYMUN) in summer.

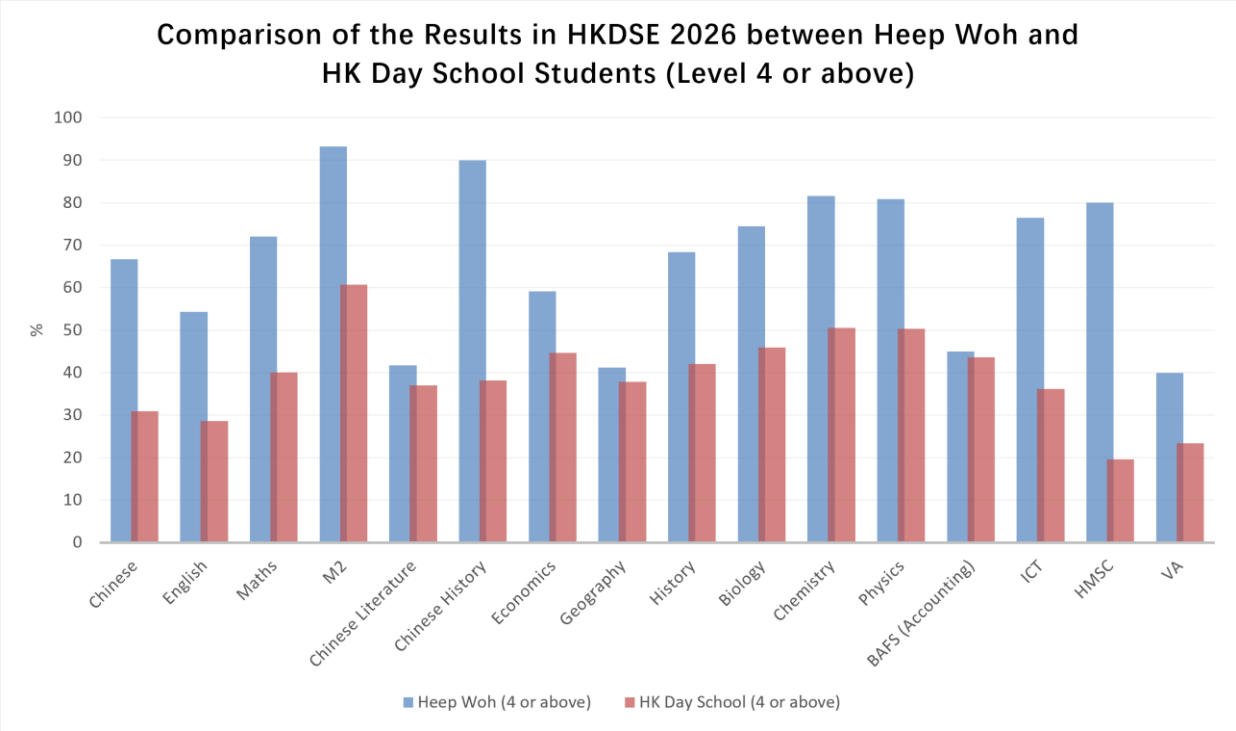
The success of these efforts is reflected in APASO data, which shows a notable score of 116 for students' national identity. Future plans include establishing a formal ambassador committee and enhancing interactivity in all programs to build on this year's success.

7. Our Students' Performance

7.1. HKDSE Results:

HKDSE	2026	
	CCCHWC	All Day Schools
No. of Candidates Sat	138	43347
Candidates fulfilling the minimum 332A university entrance requirements (%)	89.1%	42.7%
5 Subjects with Level 2+ *(Category A/B subjects)*	95.7%	73.2%
Core Subjects at 332A or better, with one elective at Level 4+ *(Category A/B subjects)*	81.2%	33.9%





7.2. University Offers Received by 2025/26 Graduates:

Offer received	2026	
	No. of Students	Percentage
Degree Programmes	114	82.6%
Overseas Degree Programmes	2	1.4%
Associate Degree / Higher Diploma Programme	22	16%

7.3. Student Achievements 2025/26

Category	Name of Organizer (English)	Competition / Activity	Prize / Achievement	Class	Name of the Prize Winner
Leadership Training	East Kowloon Youth Society	The 19th Wong Tai Sin District Outstanding Students' Election	Top Ten Outstanding Students	2D	DENG YONGSHAN
Leadership Training	East Kowloon Youth Society	The 19th Wong Tai Sin District Outstanding Students' Election	Top Ten Outstanding Students	2D	LEUNG PHOENIX
Leadership Training	East Kowloon Youth Society	The 19th Wong Tai Sin District Outstanding Students' Election	Outstanding Students (Merit)	5A	NG SZE WING ELIZABETH
Arts	HKYCAA	HK Youth Art Painting Awards	Champion	6B	LIANG WING SUET
Arts	ACIAA	2025 Asia Arts Elite Competition	Champion	6B	LIANG WING SUET
Arts	Artistic Creativity Association	2025 HK Youth Artist Competition	Champion	6B	LIANG WING SUET
Arts	Hong Hong Police Force & Love U All Charitable Foundation	家在黃大仙國家安全身份認同---古時人物今時舞台中國故事人物演繹比賽	Second Runner-up	5A	YANG SIN TING
Arts	Hong Hong Police Force & Love U All Charitable Foundation	家在黃大仙國家安全身份認同---古時人物今時舞台中國故事人物演繹比賽	Second Runner-up	5A	YAU YAN TUNG
Arts	Hong Hong Police Force & Love U All Charitable Foundation	家在黃大仙國家安全身份認同---古時人物今時舞台中國故事人物演繹比賽	Second Runner-up	5B	MAN HOI CHING RUBY
Arts	Hong Hong Police Force & Love U All Charitable Foundation	家在黃大仙國家安全身份認同---古時人物今時舞台中國故事人物演繹比賽	Second Runner-up	5D	CHAN CHUN
Arts	Hong Hong Police Force & Love U All Charitable Foundation	家在黃大仙國家安全身份認同---古時人物今時舞台中國故事人物演繹比賽	Second Runner-up	5D	WONG CHIU CHUNG
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Silver Award	1C	YIP YUI HEI
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	1B	PONG KA MING
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Gold Award	2E	CHONG HO HEI
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Gold Award	2A	YEUNG TSZ NAM

Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	2A	YU HO YING
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Gold Award	3B	TING CHO LAM
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Silver Award	3A	LEE CHEUK YIN
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	3B	CHAN HO CHING
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Gold Award	5D	MAK CHEUK MAN
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Silver Award	5D	HON JANET
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Silver Award	5D	CHAN TSZ YING
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Silver Award	5D	NG PING HEI
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Silver Award	5D	LI TAT YIN
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Silver Award	5D	CHEUNG TSZ HIN
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Silver Award	5D	YEUNG TSZ HIM
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Silver Award	4E	FOK KIN YAN
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	5D	CHEN ZHI HUI
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	5D	FUNG PING KEI
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	5D	LEE KWAN HO
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	5D	LO MIU YUK

Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	5D	LOK CHEUK YIN
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	5D	LUK YING MAN
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	5D	TAM TSZ YEUNG
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	5D	WANG WEIFENG
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	5D	WONG CHING LAM
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	5D	WONG TSZ HONG
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	4A	WANG ZHILIN
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	4D	CHAN HOI CHING
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	4E	WEI KAI LEE
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	4E	HONG PUI KIU
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	4E	YANG I HO
Academic	Olympiad Champion Education Centre	Thailand International Mathematical Olympiad Heat Round 2025-2026	Bronze Award	4E	LIANG HO CHING
Arts	Regional Crime Prevention Office(Kowloon East) & Shaw Studios	「防騙一分鐘 2.0」短片拍攝比賽	Champion	5A	YANG SIN TING
Arts	Regional Crime Prevention Office(Kowloon East) & Shaw Studios	「防騙一分鐘 2.0」短片拍攝比賽	Champion	5A	LI SUI NAM
Arts	Regional Crime Prevention Office(Kowloon East) & Shaw Studios	「防騙一分鐘 2.0」短片拍攝比賽	Champion	2A	YEUNG TSZ NAM
Arts	Regional Crime Prevention	「防騙一分鐘 2.0」短片拍攝比賽	Champion	2D	DENG YONGSHAN

	Office(Kowloon East) & Shaw Studios				
Academic	The Think Academy	2025 Think Academy Mathematical Contest(Autumn)	Second prize	2A	YEUNG TSZ NAM
Academic	The Think Academy	2025 Think Academy Mathematical Contest(Autumn)	Third Prize	1A	YIU CHUN MING
Academic	The Think Academy	2025 Think Academy Mathematical Contest(Autumn)	Third Prize	1A	CHAU TSZ CHING
Academic	The Think Academy	2025 Think Academy Mathematical Contest(Autumn)	Third Prize	2E	CHONG HO HEI
Academic	The Think Academy	2025 Think Academy Mathematical Contest(Autumn)	Third Prize	2A	YU HO YING
Academic	The Think Academy	2025 Think Academy Mathematical Contest(Autumn)	Third Prize	3B	TING CHO LAM
Academic	The Think Academy	2025 Think Academy Mathematical Contest(Autumn)	Third Prize	3B	CHAN TSZ LONG
Academic	The Think Academy	2025 Think Academy Mathematical Contest(Autumn)	Third Prize	3A	LEE CHEUK YIN
Science and Technology	Hong Kong EDB	International Junior Science Olympiad – Hong Kong Screening Test	2nd Class Honour	3A	YEUNG MAN LOK
Science and Technology	Hong Kong EDB	International Junior Science Olympiad – Hong Kong Screening Test	3rd Class Honour	3C	WU KEFEI
Science and Technology	Hong Kong Virtual University	Chemist Online Self-study Award Scheme 2025	Diamond Award	5D	WONG TSZ HONG
Science and Technology	Hong Kong Virtual University	Chemist Online Self-study Award Scheme 2025	Diamond Award	6C	KWAN CHUN HIM
Science and Technology	Hong Kong Virtual University	Chemist Online Self-study Award Scheme 2025	Platinum Award	5C	LAM KA YING
Science and Technology	Hong Kong Virtual University	Chemist Online Self-study Award Scheme 2025	Bronze Award	5A	FAN WAN YING
Science and Technology	Royal Australian Chemical Institute	2025 International Chemistry Quiz	High Distinction	4C	YEUNG PUI HEI
Science and Technology	Royal Australian Chemical Institute	2025 International Chemistry Quiz	High Distinction	6C	CHAN SZE CHAI
Science and Technology	Royal Australian Chemical Institute	2025 International Chemistry Quiz	Distinction	4A	YIP WING YAN
Science and Technology	Royal Australian Chemical Institute	2025 International Chemistry Quiz	Distinction	6B	WONG HO YIN
Science and Technology	Royal Australian Chemical Institute	2025 International Chemistry Quiz	Credit	6C	YANG HO YAN
Arts	Winsor Education Foundation	The17th Moral Education Comic Creation Competition	Champion, Senior Form Section	6C	YEUNG MAN YAT
Academic	Hong Kong Mathematical Association	2026 華夏盃(香港區) 初賽	Second Prize	1A	CHAU TSZ CHING

Academic	Hong Kong Mathematical Association	2026 華夏盃(香港區) 初賽	Third Prize	1C	YIP YUI HEI
Academic	Hong Kong Mathematical Association	2026 華夏盃(香港區) 初賽	Second Prize	2A	YEUNG TSZ NAM
Academic	Hong Kong Mathematical Association	2026 華夏盃(香港區) 初賽	Second Prize	2C	YIP TSZ HIM
Academic	Hong Kong Mathematical Association	2026 華夏盃(香港區) 初賽	Third Prize	2E	HUNG YAT NAM
Academic	Hong Kong Mathematical Association	2026 華夏盃(香港區) 初賽	First Prize	3B	TING CHO LAM
Academic	Hong Kong Mathematical Association	2026 華夏盃(香港區) 初賽	Second Prize	3B	CHAN HO CHING
Academic	Hong Kong Mathematical Association	2026 華夏盃(香港區) 初賽	Second Prize	3A	LEE CHEUK YIN
Academic	Hong Kong Mathematical Association	2026 華夏盃(香港區) 初賽	Second Prize	3B	CHAN TSZ LONG
Others	Hong Kong Youth Exchange Promotion United Association	The 4th Love in Action Award	Certificates of Commendation	3D	WONG CHING MAN
Others	Hong Kong Youth Exchange Promotion United Association	The 4th Love in Action Award	Merit Award	6D	CAI CHING MAN
Academic	Eye Level Hong Kong	Eye Level Math Olympiad 2025	Merit Award	2C	YIP TSZ HIM
Academic	Eye Level Hong Kong	Eye Level Math Olympiad 2025	Merit Award	3B	TING CHO LAM
Academic	Hong Kong Mathematical Olympiad Association	2026 Hong Kong and Macau Mathematical Olympiad Open Contest cum Asia International Mathematical Olympiad Open Contest Trial	Gold Award	4E	TSE KA TSUN
Academic	Hong Kong Mathematical Olympiad Association	2027 Hong Kong and Macau Mathematical Olympiad Open Contest cum Asia International Mathematical Olympiad Open Contest Trial	SILVER Award	1B	PONG KA MING
Academic	Hong Kong Mathematical Olympiad Association	2028 Hong Kong and Macau Mathematical Olympiad Open Contest cum Asia International Mathematical Olympiad Open Contest Trial	SILVER Award	2A	YEUNG TSZ NAM

Academic	Hong Kong Mathematical Olympiad Association	2029 Hong Kong and Macau Mathematical Olympiad Open Contest cum Asia International Mathematical Olympiad Open Contest Trial	SILVER Award	2E	CHONG HO HEI
Academic	Hong Kong Mathematical Olympiad Association	2030 Hong Kong and Macau Mathematical Olympiad Open Contest cum Asia International Mathematical Olympiad Open Contest Trial	SILVER Award	2E	TANG LEO JIA-RONG
Academic	Hong Kong Mathematical Olympiad Association	2031 Hong Kong and Macau Mathematical Olympiad Open Contest cum Asia International Mathematical Olympiad Open Contest Trial	SILVER Award	2C	YIP TSZ HIM
Academic	Hong Kong Mathematical Olympiad Association	2032 Hong Kong and Macau Mathematical Olympiad Open Contest cum Asia International Mathematical Olympiad Open Contest Trial	SILVER Award	3B	CHAN HO CHING
Academic	Hong Kong Mathematical Olympiad Association	2033 Hong Kong and Macau Mathematical Olympiad Open Contest cum Asia International Mathematical Olympiad Open Contest Trial	Bronze Award	3B	WANG TANG
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls C Long Jump 1st runner up	2A	KWOK FAITH
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls C High Jump champion	2E	SAE-NGOW VENUS
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls B Shot Put 3rd runner up	2A	LEE HOI YAN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A 800m 3rd runner up	3A	LEUNG HAU YING
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A 400m 3rd runner up	5C	WONG YEUK HEI
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A 5000m 3rd runner up	5D	WONG CHING CHI
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A High Jump 2nd runner up	6A	LO ON YI
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A Discus 2nd Runner-up	6B	CHAN KA LAM

Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A Shot Put 3rd Runner-up	6B	CHAN KA LAM
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A 100m 1st Runner-up	6B	CHAN TSZ YAU
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A Long Jump 1st Runner-up	6B	CHAN TSZ YAU
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A High Jump Champion	6C	LAU SUET YAN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A 100m Hurdle 2nd Runner-up	6C	LAU SUET YAN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys C High Jump 3rd Runner-up	1A	WONG HOK HIM
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B High Jump 2nd Runner-up	3A	LEE CHEUK YIN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B 100m Hurdle 3rd Runner-up	3A	LEE CHEUK YIN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B 100m Hurdle Champion	3C	CHU CHUN HEI
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B High Jump Champion	4B	CHOW TIN NOK
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B Triple Jump Champion	4B	CHOW TIN NOK
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B Javelin 2nd Runner-up	4B	LOK YIK HEI
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B 800m 3rd Runner-up	4E	FOK KIN YAN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys A High Jump 1st Runner-up	4B	ZHAI CHUN KIT
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys A High Jump Champion	5C	JIANG YUK CHUN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys A 110m Hurdle 2nd Runner-up	5C	JIANG YUK CHUN

Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A Grade 4 x 400 Relay 1st Runner-up	3A	LEUNG HAU YING
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A Grade 4 x 400 Relay 2st Runner-up	4B	NG HOI MING
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A Grade 4 x 400 Relay 3st Runner-up	5C	WONG YEUK HEI
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A Grade 4 x 400 Relay 4st Runner-up	6B	CHAN TSZ YAU
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A Grade 4 x 400 Relay 5st Runner-up	6C	LAU SUET YAN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls A Grade 4 x 400 Relay 6st Runner-up	5D	WONG CHING CHI
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B Grade 4 x 100 Relay 1st Runner-up	3A	CHU MARVIN CHI CHING
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B Grade 4 x 100 Relay 2st Runner-up	3A	LEE CHEUK YIN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B Grade 4 x 100 Relay 3st Runner-up	3A	WONG HEI LONG
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B Grade 4 x 100 Relay 4st Runner-up	3C	CHU CHUN HEI
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys B Grade 4 x 100 Relay 5st Runner-up	4B	CHOW TIN NOK
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Girls' A-grade Overall 1st Runner-up		Girls' A-grade Athletics Team
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Athletics Competition	Boys' B-grade Overall 1st Runner-up		Boys' B-grade Athletics Team
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Badminton Competition	Boys A Grade Champion	4A	HOU TIK SANG DICKSON
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Badminton Competition	Boys A Grade Champion	4C	TSANG SHING WAN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Badminton Competition	Boys A Grade Champion	5B	IP WING WUN

Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Badminton Competition	Boys A Grade Champion	5C	LEUNG NIP SAMUEL
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Badminton Competition	Boys A Grade Champion	5D	LEE KWAN HO
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Badminton Competition	Boys A Grade Champion	6B	CHAN WAI SING
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Table Tennis Competition	Boys A Grade 1st Runner-up	4E	WU GENG ZHAN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Table Tennis Competition	Boys A Grade 2st Runner-up	5D	LEE KWAN HO
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Table Tennis Competition	Boys A Grade 3st Runner-up	5C	JIANG YUK CHUN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Table Tennis Competition	Boys A Grade 4st Runner-up	6C	CHAN LAP YAN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Table Tennis Competition	Boys A Grade 5st Runner-up	6D	CHANG JUN KAI
Sports	SCAA Hong Kong	Inter-school Athletics Competition	Boys A High Jump Champion	5C	JIANG YUK CHUN
Sports	SCAA Hong Kong	Inter-school Athletics Competition	Boys C Grade High Jump 2nd Runner-up	1D	WEN YUEN PAN
Sports	The Schools Sports Federation of Hong Kong, China	All Hong Kong Schools Jing Ying Athletics Tournament 2025-2026	1st Runner-up	5C	JIANG YUK CHUN
Sports	The Schools Sports Federation of Hong Kong, China	All Hong Kong Schools Jing Ying Athletics Tournament 2025-2026	3rd Runner-up	4B	CHOW TIN NOK
Academic	Po Leung Kuk	27th Hong Kong Mathematical High Achievers Selection Contest	Third Prize	3A	LEE CHEUK YIN
Academic	Po Leung Kuk	27th Hong Kong Mathematical High Achievers Selection Contest	Third Prize	3B	TING CHO LAM
Academic	Po Leung Kuk	27th Hong Kong Mathematical High Achievers Selection Contest	Third Prize	3B	WANG TANG
Academic	Magic Square Association	2026Hong Kong Mathematics Kangaroo Contest	Third Prize	3B	TING CHO LAM
Academic	Magic Square Association	2026Hong Kong Mathematics Kangaroo Contest	Third Prize	4E	TSE KA TSUN

Sports	Association of Principals of Secondary Schools, The Hong Kong Council of the Church of Christ in China	CCC Inter-Secondary Schools Boys Badminton Competition	1st Runner-up	4C	TSANG SHING WAN
Sports	Association of Principals of Secondary Schools, The Hong Kong Council of the Church of Christ in China	CCC Inter-Secondary Schools Boys Badminton Competition	1st Runner-up	2E	HUNG YAT NAM
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	1A	SZE HEI LOK UTOR
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	1B	CHIANG YUI KA LUCAS
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	1B	FOK WAI TING
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	1B	FONG POK MAN JORIS
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	1C	CHOW POK YIU
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	1D	WEN YUEN PAN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	1D	WONG MING HIN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	2A	CHEUNG CHUN HIM CASPAR
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	2A	TSOI HO KI
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	2C	PANG YUK HEI
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	2C	TANG TSZ YAU
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	2C	WONG YAT HIM

Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	2C	YU YIN JUN
Sports	The Schools Sports Federation of Hong Kong, China	Inter-School Basketball Competition 2025-2026 Division Three (K1)	Boys C Grade Champion	2D	MAN CHEUK HIM
Sports	Masterful Studio	全能跳繩挑戰賽 2026	30 秒單車 組別第 4	2A	CHAU SIN YI
Sports	Masterful Studio	全能跳繩挑戰賽 2026	30 秒單車 組別第 3	4B	GUO KA HING
Sports	Masterful Studio	全能跳繩挑戰賽 2026	30 秒交叉開組別第 3	1A	LAW TSZ HANG
Sports	Masterful Studio	全能跳繩挑戰賽 2026	45 秒交互繩速度跳 組別第 2	2A	CHAU SIN YI
Sports	Masterful Studio	全能跳繩挑戰賽 2026	45 秒交互繩速度跳 組別第 2	2D	CHAN PUI YEE
Sports	Masterful Studio	全能跳繩挑戰賽 2026	45 秒交互繩速度跳 組別第 2	1C	WONG HOI LAM
Sports	Masterful Studio	全能跳繩挑戰賽 2026	30 秒單車 決賽第 3	4B	GUO KA HING
Sports	Masterful Studio	全能跳繩挑戰賽 2026	自由花式賽決賽第 2	1C	WONG HOI LAM
Academic	Math Concept Education	Math Concept Competition	Bronze Award	1C	LO HEI LAAM
Academic	Math Concept Education	Math Concept Competition	Bronze Award	1C	LIN MAN HOI
Academic	Math Concept Education	Math Concept Competition	Silver Award	2C	YIP TSZ HIM
Academic	Math Concept Education	Math Concept Competition	Bronze Award	2E	CHONG HO HEI
Academic	Math Concept Education	Math Concept Competition	Silver Award	2A	YEUNG TSZ NAM
Academic	Math Concept Education	Math Concept Competition	Bronze Award	3A	LEE CHEUK YIN
Academic	Math Concept Education	Math Concept Competition	Silver Award	3B	TING CHO LAM
Academic	Math Concept Education	Math Concept Competition	Bronze Award	3B	HO PAK YUI
Academic	Math Concept Education	Math Concept Competition	Silver Award	5D	LI TAT YIN
Academic	Math Concept Education	Math Concept Competition	Silver Award	5D	YEUNG TSZ HIM
Academic	Math Concept Education	Math Concept Competition	Bronze Award	5D	WANG WEIFENG

Academic	CCC MATH CORE GROUP	CCC Inter-School Rummikub Competition 2026	First Prize	2E	CHONG HO HEI
Academic	CCC MATH CORE GROUP	CCC Inter-School Rummikub Competition 2026	Third Prize	3A	PANG CHUNG HIN JOHAN
Science and Technology	Gifted Education Section, Education Infrastructure Division, Education Bureau	Hong Kong Budding Scientists Award 2025/26	Interviewed Scientists (Reporter Award)	2D	DENG YONGSHAN
Science and Technology	Gifted Education Section, Education Infrastructure Division, Education Bureau	Hong Kong Budding Scientists Award 2025/26	Interviewed Scientists (Reporter Award)	2C	LI TSZ TO
Science and Technology	Gifted Education Section, Education Infrastructure Division, Education Bureau	Hong Kong Budding Scientists Award 2025/26	Interviewed Scientists (Reporter Award)	2C	LAM PAK HIN
Science and Technology	Gifted Education Section, Education Infrastructure Division, Education Bureau	Hong Kong Budding Scientists Award 2025/26	Interviewed Scientists (Reporter Award)	4A	TAM YA XUAN
Science and Technology	Gifted Education Section, Education Infrastructure Division, Education Bureau	Hong Kong Budding Scientists Award 2025/26	Interviewed Scientists (Reporter Award)	4A	MOK YAN SIN
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Gold Award	1A	MAN TSZ YIN
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Gold Award	1B	HUANG RUI
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Gold Award	1C	WONG SZE TING
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Gold Award	2A	YU HO YING
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Gold Award	2B	HUANG LOK SHA LISA
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Gold Award	2C	LI TSZ TO
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Gold Award	2D	DENG YONGSHAN

Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Gold Award	2D	LEUNG PHOENIX
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Gold Award	3B	CHAN TSZ LONG
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Gold Award	3C	YEUNG MAN LOK
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Silver Award	1B	WONG CHEUK FUNG
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Silver Award	1C	LO HEI LAAM
Science and Technology	Junior Secondary Science Online Self-learning Scheme	Hong Kong Virtual University	Bronze Award	1D	LEUNG CHUI YI BLAIR
Academic	Hong Kong Institute of Certified Public Accountants & the Hong Kong Association for Business Education Limited	HKICPA/HKABE Joint Scholarships for BAFS for the year 2025-26	Awardee	5D	SO YAT LONG
Music	Joint School Music Association	Joint School Music Competition 2026 - Symphony Orchestra Event	Silver Award		Western Orchestra
Music	Joint School Music Association	Joint School Music Competition 2026 - Chinese Music Ensemble (Secondary) Event	Silver Award		Chinese Orchestra
Music	Joint School Music Association	Joint School Music Competition 2026 - Choir Event	Gold Award		Junior Choir
Music	Joint School Music Association	Joint School Music Competition 2026 - Handchime and Handbell Event	Gold Award		Handbell Team
Music	Joint School Music Association	Joint School Music Competition 2026 - Handchime and Handbell Event	Silver Award		Handchime Team
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 1)	First Runner-up	1D	HA YAN SHUN
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 1)	First Runner-up	2D	LUNG YAT HEI
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 1)	Excellent Performance	1B	CHAN JING YI
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 1)	Excellent Performance	1D	LAM HIU YING
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 1)	Excellent Performance	3A	LUK CHAK LUI

Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 1)	Excellent Performance	3D	WONG CHERITA
Speech	Hong Kong Schools Music and Speech Association	Dramatic Duologue (Secondary 3 and 4)	Second Runner-up	4B	LAW CHEUK TING
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Gold Award	1B	CHAN JING YI
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Gold Award	1D	LAM HIU YING
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Gold Award	1D	HA YAN SHUN
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Gold Award	2D	LUNG YAT HEI
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Gold Award	5A	WONG CHUN WA
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Gold Award	5D	CHAN TIN YAU
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Gold Award	5D	WONG TSZ HONG
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Silver Award	2E	CHOI HOI CHING
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Silver Award	3D	LEE PAK HEI
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Silver Award	3A	LUK CHAK LUI
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Silver Award	3D	WONG CHERITA

Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Silver Award	3A	KWAN HOI FUNG
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Silver Award	4A	NGAN EITHAN
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Silver Award	5A	CHENG HO FAI
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Silver Award	5C	LEUNG NIP SAMUEL
Science and Technology	World Robot Olympiad Hong Kong Organization Committee	SRC2026 Hong Kong Inter-School Sumo Robot Tournament & Greater Bay Area Invitational	Silver Award	5C	LAI TSZ TO
Others	The Kiwanis Club of Hong Kong	Community Services	Community Services Award	5A	WONG TSZ CHING
Others	HKFYG	"Easy Volunteer" Volunteer Service Award	Silver Award	2C	DENG YONGSHAN
Others	HKFYG	"Easy Volunteer" Volunteer Service Award	Silver Award	3C	LAM HOI YING
Others	HKFYG	"Easy Volunteer" Volunteer Service Award	Silver Award	3D	WONG CHING MAN
Others	HKFYG	"Easy Volunteer" Volunteer Service Award	Silver Award	5A	WONG TSZ CHING
Others	HKFYG	"Easy Volunteer" Volunteer Service Award	Silver Award	5B	OU KAIYING
Others	HKFYG	"Easy Volunteer" Volunteer Service Award	Silver Award	6A	CHAN YAN YING
Others	HKFYG	"Easy Volunteer" Volunteer Service Award	Silver Award	6A	CHENG TSZ SUET
Others	HKFYG	"Easy Volunteer" Volunteer Service Award	Silver Award	6A	CHENG HOI LAM
Others	HKFYG	"Easy Volunteer" Volunteer Service Award	Silver Award	6D	CAI CHING MAN
Arts	HKCYAA	粵港澳書法大賽	2nd runner up	3D	ZHANG MAN TING
Academic	ECF Saint Too Canaan College	The Hong Kong Inter-School “Green” Reading Report Competition	2nd runner up	2D	LEUNG PHOENIX
Speech	Hong Kong Schools Music and Speech Association	77th Hong Kong Schools Speech Festival	2nd runner up	1C	WONG SZE TING

Academic	HKCHS	"Jing Ying Elite Cup" On-site Essay Writing Competition	Third Prize	3D	HUNG NGA CHUN
Academic	Filial Piety Association	Filial Piety Essay Competition	Merit	1C	WONG SZE TING
Academic	Hong Kong Economic Journal	Good Stories of Hong Kong	Awardee	2D	LEUNG PHOENIX
Academic	Technology Education Section, Education Bureau	HMSC Outstanding Student Award - Reflection in Field Learning (Individuals)	Bronze Award	4A	YANG SIN YING
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 2)	Second Runner-up	1D	HA YAN SHUN
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 2)	Second Runner-up	2D	LUNG YAT HEI
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 2)	Third Runner-up	1B	CHAN JING YI
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 2)	Third Runner-up	1D	LAM HIU YING
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 2)	First Runner-up	3A	LUK CHAK LUI
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 2)	First Runner-up	3D	WONG CHERITA
Science and Technology	Asia Pacific Robot Alliance	Spike Remote Soccer (Season 2)	First Runner-up	3D	LEE PAK HEI
Science and Technology	MTR and Makebay foundation	Train for Life's Journeys 2.0 - Disability Inclusion Track	Top 8	3D	LIANG JUN
Science and Technology	MTR and Makebay foundation	Train for Life's Journeys 2.0 - Disability Inclusion Track	Top 8	3D	NG KANG CHIN
Science and Technology	MTR and Makebay foundation	Train for Life's Journeys 2.0 - Disability Inclusion Track	Top 8	3D	LAU PUI TUNG
Science and Technology	MTR and Makebay foundation	Train for Life's Journeys 2.0 - Disability Inclusion Track	Top 8	3E	WANG ZIHAN JOSEPH

8. Financial Summary (2024 September to 2025 August) (To-be-updated)

	Balance B/F ($)	Income ($)	Expenditure ($)
I. GOVERNMENT FUND			
(1) Expanded Operating Expenses Block Grant (EOEBG)	4,005,432.00		
(a) School Specific Grant			
1. Administration Grant		4,782,352.25	5,100,886.86
2. Air-conditioning Grant		654,150.00	295,257.34
3. Composite Information Tech. Grant		585,308.00	193,600.62
4. Capacity Enhancement Grant		676,944.00	525,130.20
5. School-based Educational Psychology Service Grant		115,310.00	115,310.00
6. School-based Management Top-up Grant		53,385.00	48,900.00
7. School-based Speech Therapy Administration Recurrent Grant		8,541.00	0.00
(b) Non-School Specific Grant			
Baseline Reference		2,220,599.52	2,662,063.89
Other Income		248,916.06	
Sub-total	*4,005,432.00*	*9,345,505.83*	*8,941,148.91*
Surplus for the year			*4,409,788.92*
Amount transferred to cover the deficits of Other Grants Outside EOEBG (Item12, 16 & 18)			*(47,608.00)*
Amount transferred to cover the deficit of QEF Project			*(9,184.85)*
Decrease in Funds set aside for LSP/SP			*66,520.28*
Balance carried forward to next year (A)			***4,419,516.35***
(2) Grants Outside EOEBG			
1. Committee on Home-School Co. Project	-	26,044.00	26,021.30
2. Fringe Benefits under the Enhanced NET Scheme	-	214,965.13	214,965.13
3. SB After-School Learning & Support G.	65,651.78	145,200.00	94,430.50
4. Other Recurrent Grant (for reimbursement of Gov't R&R)	-	993,100.00	993,100.00
5. Learning Support Grant for Sec. Sch.	187,988.66	748,208.00	759,318.40
6. Teacher Training (SEN) for IMC	-	31,518.00	31,518.00
7. Diversity Learning Grant - Applied L.	-	333,415.00	333,415.00
8. Diversity Learning Grant - Other Lang.	-	60,200.00	60,200.00
9. Diversity Learning Grant - Other Prog.	66,815.30	91,000.00	76,849.46
10. Moral & National Education Support G.	12,761.98	-	761.89
11. Hong Kong School Drama Festival	7,540.30	-	-
12. Information Tech. Staffing Support G.	-	338,819.00	352,989.00
13. Grant for the Sister School Scheme	162,994.00	165,439.00	191,798.94
14. Promotion of Reading Grant	48,842.71	77,205.00	79,433.58
15. Life-wide Learning Grant	606,040.90	1,370,942.00	1,433,967.20
16. School Executive Officer Grant	-	590,760.00	620,298.00
17. One-off SB Speech Therapy Set-up Grant	20,646.00	-	10,840.00
18. QEF E-learning Funding Programme	-	91,500.00	95,400.00

19. Grant for Support for NCS Students	97,615.00	159,041.00	115,779.25
20. Student Activities Support Grant	-	119,600.00	119,277.00
21. One-off G. for Supporting SSS Citizenship and Social Dev.	184,662.00	-	184,662.00

	Balance B/F ($)	**Income ($)**	**Expenditure ($)**
(2) Grants Outside EOEBG (Cont'd)			
22. One-off G. for Mental Health at School	22,052.60	-	22,052.60
23. One-off G. for Mental Health of Parents and Students	16,542.70	-	16,499.19
24. One-off G. on Parent Education (Secondary)	200,000.00	-	49,000.00
25. One-off G. for Prom. of Chi. Cul. Immersion Act.	293,500.00	-	64,009.88
26. One-off G. for Prom. Sports Ambience and MVPA60	146,978.89	-	66,896.38
27. Prom. Self-Directed Lang.Learning_Eng (One-off G.)	-	200,000.00	-
28. Prom. Self-Directed Lang.Learning_PTH (One-off G.)	-	200,000.00	-
29. NET Grant	-	-	22,232.90
30. One-off G. for Purchase of e-Assessment Tools	80,000.00	-	51,104.00
31. AI for Science Education	-	100,000.00	-
Sub-total	*2,220,632.82*	*6,056,956.13*	*6,086,819.60*
Surplus for the year			*2,190,769.35*
Amount transferred to cover the deficits of Other Grants Outside EOEBG (Item 12, 16 & 18)			*47,608.00*
Unspent amount of Other Grants outside EOEBG refundable to EDB (Item 1, 20, 23)			*(389.21)*
Balance carried forward to next year (B)			***2,237,988.14***
II. SCHOOL FUNDS (GENERAL FUNDS)	4,016,378.94		
1. Tong Fai	-	131,920.00	0.00
2. Tuckshop rental	-	20,000.00	0.00
3. Donation and Scholarship	-	1,112,949.60	416,376.00
4. Surplus from Feed-in Tariff Scheme	-	109,836.15	0.00
5. Hire of school premises	-	4,427.04	0.00
6. Others	-	226,807.13	266,147.91
7. Approved Collection for Specific Purposes Account	-	307,954.00	222,753.50
Sub-total	*4,016,378.94*	*1,913,893.92*	*905,277.41*
Balance carried forward to next year (C)			***5,024,995.45***
Accumulated surplus as at the end of school year [(A)+(B)+(C)]			***11,682,499.94***

9. Feedback on Future Planning

Celebrating Milestone Achievements: Innovation, Leadership, and Academic Excellence
The 2025–2026 academic year marked a momentous milestone for Heep Woh College, defined by remarkable academic breakthroughs, international recognition for school-based innovation, and the vibrant cultivation of student leadership.

Academically, our graduating cohort achieved outstanding results in the 2026 HKDSE. Most notably, our intensive curriculum refinement and tailored baseline support delivered an exceptional leap in English Language performance, underscoring our students' rising academic competence and language self-efficacy.

On the technological and pastoral front, our school-designed AI Personalised Growth Portfolio (PGP) achieved global acclaim, capturing both the Gold Award and a prestigious ranking among the Top 10 Best Inventions at the International Invention Innovation Competition (iCAN). More than an award-winning innovation, the PGP serves as a digital platform that holistically tracks student development, actively safeguards their mental and physical well-being, and reinforces healthy digital habits. Building upon this global success, we will upgrade the platform in the coming academic year with an interactive AI-assisted reflection module to further scaffold students' metacognitive abilities and habit of deep reflection.

Our signature programmes have flourished into hallmarks of cross-disciplinary excellence and talent development:

- The Miniature Arts Cross-Disciplinary Learning Programme has matured into an institutional flagship, empowering students to curate, research, and present Chinese culture and local history through bilingual guided tours and creative craftsmanship.
- The Religious Education Mentorship Programme was successfully institutionalized across Secondary 1, 5, and 6, pairing students with dedicated teacher-mentors to provide personalized spiritual guidance, character formation, and pastoral care during critical transitional years.
- The Servant Leaders Academy continued to unlock students' leadership potential. Our student leaders distinguished themselves across prominent arenas, garnering honors such as the *Top 10 Outstanding Student Leaders of Hong Kong*, *Kowloon Region Top 10 Outstanding Students*, *Wong Tai Sin Top 10 Outstanding Students*, and selection into the prestigious *UNICEF Young Envoys Programme*. Backed by dedicated scholarship support, student representatives participated in cultural exchanges at UK boarding schools and attended elite summer leadership institutes at the Universities of Oxford and Cambridge.

Central to these student achievements was our investment in teacher capacity. The school launched a newly expanded Community of Practice (CoP) framework to nurture a collaborative culture of professional inquiry. Across eight specialized clusters—*AI in Learning and Teaching*, *Self-Regulated Learning (SRL)*, *Thinking Routines (Making Thinking Visible)*, *Data Mindset*, *Assessment for Learning (AfL)*, *Miniature Project Learning*, *Enhancing Class Spirit and the Class Teacher's Role*, and *Nurturing Student Leaders*—our teachers co-planned, trialed pedagogical innovations, and shared best practices, establishing a unified professional language across subject panels.

Evidence-Based Reflection and Strategic Transition: The 2026–2029 Development Cycle
As this academic year concludes our 2023–2026 Three-Year Development Cycle, the entire teaching faculty engaged in a thorough, months-long Planning-Implementation-Evaluation (PIE) review during staff meetings and School Development Days. By rigorously triangulating stakeholder

perceptions, public examination performance, and affective outcomes, we evaluated our institutional strengths and identified the core needs of our students.
Our diagnostic review revealed three distinct areas requiring concerted future action:

1. From Awareness to Daily Practice: While health awareness and school belonging are exceptionally high, students require structured guidance to translate cognitive understanding into enduring daily routines—specifically regarding sleep hygiene, balanced digital usage, regular physical exercise, and refined social etiquette.
2. From Passive Confidence to Proactive Autonomy: Despite heightened classroom confidence and improved baseline benchmarks, students must transition from teacher-dependent learning into proactive, self-directed learners who master systematic study routines, higher-order thinking, and continuous academic goal-setting to further enhance value-added performance across all subjects.
3. From Identity to Humanistic Global Citizenship: While national identity is firmly embedded, students need broader platforms to connect national developments with international realities, utilizing technological literacy to champion social good, ethical values, and sustainable development.

In direct response to these student needs and the Education Bureau's *Blueprint for Digital Education Development in Primary and Secondary Schools*, our professional team forged a strong consensus on the strategic roadmap for the 2026–2029 School Development Plan, balancing continuity with intentional transformation across three **Major Concerns (2026–2029):**

- **Cultivating a Healthy Lifestyle and Daily Habit:** Moving from health awareness to concrete habit formation by embedding MVP60 physical activity standards, sleep routines, and AI PGP tracking to nurture physical vitality and positive digital-social habits.
- **Nurturing Responsible and Proactive Learners:** Progressing from baseline confidence to self-directed excellence through "AI + Curriculum" integration, high-participation classroom pedagogies, and structured study-skills coaching to maximize value-added growth.
- **Nurturing Talents with Digital Literacy and Humanistic Qualities:** Deepening national identity and global perspective under the vision of *"Technology for Good,"* combining UN SDGs, National Security Education, and flagship interdisciplinary projects to foster compassionate, digitally adept leaders.

We offer our deepest gratitude to God for His abundant grace, wisdom, and steadfast protection throughout this past three-year cycle. We also extend our heartfelt appreciation to our devoted teachers, supportive parents, active alumni, and diligent students whose united efforts have elevated Heep Woh College to new heights.

Stepping with faith and confidence into the 2026–2029 triennium, we remain dedicated to our calling: providing an inspiring, values-driven, and forward-looking whole-person education that empowers every Heep Woh student to thrive, lead, and shine for the betterment of our community, nation, and world.

10. Appendix

Appendix I: The Topics of “Speech under the National Flag” and extended NE Activities 2025/26

- 9/9 - September 18th Incident Memorial Day
- 16/9 - National Flag Raising Ceremony & Anthem Etiquette
- 23/9 - .Chinese Farmers' Harvest Festival (Autumnal Equinox) & National Security Education Day
- 30/9 - "National Day"
- 14/ 10- Giant Panda Ecology and Conservation in China
- 21/ 10 - Hong Kong National Security Law
- 28/10 - National Security: Military Security
- 4/11- Higher Education Opportunities in Mainland China
- 11/11-Literary Sharing
- 18/11- National Security: Territorial Security
- 2/12- National Constitution Day
- 9/12 -PSHE National Security Education
- 16/12 -National Memorial Day for Nanjing Massacre Victims
- 6/1- "New Year's Day" Explored celebration activities in China and abroad.
- 3/2 - National Security: Cultural Security SDG: 4 Quality education
- 10/2 - Lunar New Year's Day
- 3/3 - National Security: Cultural Security SDG: 4 Quality education
- 10/3 - International Women's Day
- 17/3 - National Security Education Day + Flag-raising ceremony and a speech on national security delivered under the national flag. Whole-school participation in the “2026 Hong Kong Inter-school Quiz Competition on the Constitution and the Basic Law”. 16–20/3 : Territorial Security Exhibition. 16–20/3, 2026: National Security Interactive Game Station. 20/3: Form 2 “My Hometown” Class teacher session
- 24/3 - showcase of Chinese literary
- 21/4 - Labour Day
- 28/4 - May Fourth Youth Day
- 5/5 - National Educational Opportunities
- 12/5 -Dragon Boat Festival
- 19/5 - Literary Sharing.
- 26/5- International Children’s Day
- 6/6 - the sixth anniversary of the enactment of the Hong Kong National Security Law
- 30/6 - the establishment of the Hong Kong Special Administrative Region

Appendix II: 2025/26 Student Activities Support Grant Report
Appendix III: 2025/26 School-based After-school Learning and Support Programmes Report
Appendix IV: 2025/26 School-based After-school Learning and Support Programmes Plan
Appendix V: Plan and Report of One-off Grant on Parent Education
Appendix VI: 2025/26 Reading Grant Report
Appendix VII: 2025/26 Reading Grant Plan
Appendix VIII: Plan and Report of the MVPA60
Appendix IX: 2025/26 One-off Grant for Mental Health of Parents and Students Report
Appendix X: 2025/26 Diversity Learning Grant (DLG) Report