CCC MING KEI COLLEGE

School Annual Report
2025-2026

Annual School Report 2025-2026
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(A) OUR SCHOOL

1. Information about the school

1.1 School Profile

1. CCC Ming Kei College was founded in 1967 and willccelebrate its 50th Anniversary in the year 2016-2017. It is an aided co-educational secondary school directly operated by the Hong Kong Council of the Church of Christ in China (HKCCCC). The school has been using English as the medium of instruction since its inauguration.
2. In September 1998, the HKSAR Government began to adopt the language policy of mother-tongue teaching for public sector schools. Only those secondary schools with a proven record of using English as the teaching medium successfully were allowed to retain the use of "English as the medium of instruction" (EMI) at the levels of Secondary 1 to 7. CCC Ming Kei College was one of the 112 secondary schools in the territory which were approved that year to continue to be EMI Schools.
   In September 2010, the Education Bureau implemented the fine-tuning policy for the medium of instruction in secondary schools. CCC Ming Kei College continued to use English as the teaching medium for all students.
3. The school has implemented measures in stages over the years to respond proactively to education reforms, particularly for the curriculum reform which was initiated by the Education Commission in 2000. The major reform measures which have been implemented since the 2000-2001 school year are as follows:

<2000/01> (1) Reform of the examination system at the S.1 & S.2 levels;
(2) Incorporation of "project learning" in the formal curriculum;
(3) Development of school-based curriculum for S.1 Integrated Humanities and S.1 Chinese Language; and
(4) Issue of annual Non-academic Reports recording the activities joined by and prizes won by students as part of their annual "learning profiles".

<2001/02> (1) Offering of one S.2 class which uses Putonghua as the medium of instruction to study Chinese Language.
(2) Launching of the Young-old Partnership Project for S.2 as a cross-curricular project learning programme; and
(3) Development of school-based curricula for S.2 Integrated Humanities and S.2 Chinese Language.

<2002/03> (1) Implementation of a new timetabling system featuring a 7-day cycle with six 55-minute periods per day to allow more time for teachers and students to teach and learn;
(2) Development of the school-based curriculum for S.3 Chinese Language;
(3) Offering of one S.3 class which uses Putonghua as the medium of instruction to study Chinese language; and
(4) Offering of ASL Liberal Studies to S.6 students as an optional subject.

<2003/04> (1) Introduction of a 20-minute Morning Reading Session before the first period every school day to promote reading of English books;
(2) Introduction of two test cycles per school term to help enhance students' learning; and
(3) Introduction of teachers' "self-evaluation" regarding their performance in "learning and teaching".

<2004/05> (1)Introduction of Integrated Humanities to S.4 students as an optional subject; and
(2) Completion of the "Proposed Curriculum Plans for 334".

<2005/06> (1) Merging of Chinese Language and Putonghua in some classes of S.1 to S.3 to encourage teachers to use Putonghua as the MOI for Chinese Language and to enhance students' Putonghua proficiency in speaking and listening; and
(2) Re-structuring of time-tabling for S.3 and S.4 to enhance students' learning effectiveness.

<2006/07> (1) Introduction of Applied Learning, in collaboration with the VTC, to S.4 students as an optional subject in addition to the formal curriculum.
(2) Re-formulation of the "Proposed Curriculum Plans for 334" in response to the admission requirements in 2012 as proposed by local universities.

<2007/08> (1) Establishment of the Ming Kei Elder Academy where students can gain new types of other learning experiences (OLE) through providing service to the elderly by offering them computer courses.

<2008/09> (1) Finalizing of the "Proposed Curriculum" for the upcoming new senior secondary one students, catering for their choices of optional subjects.
(2) Review of the format of the Non-academic Report as part of the "Student Learning Profile" for 334 students.

<2009/10> (1) Implementing the revised curriculum to bridge for the new 334 structure for junior secondary levels.
(2) Trying out the NSS curriculum, which offers a wide range of elective choices across pure arts, pure science, commercial and cultural subjects for S.4.

<2010/11> (1) Evaluation of the NSS curriculum, which suggested a reallocation of the number of teaching periods for the core and elective subjects and introducing choices of classes offering two or three electives for students with learning diversities.

<2011/12> (1) With the full implementation of the NSS curriculum, evaluation was made on the allocation of teaching periods for core and elective subjects for different classes to cater for students' learning diversities. The choices of electives were also reviewed to suit their interests.

<2012/13> (1) Further evaluation on the choices of electives for the NSS curriculum was made.
(2) Review on the "PSHE" curriculum for the junior forms from S.1 to S.3 was initiated.

<2013/14> (1) More in-depth evaluation on the choices of electives for the NSS curriculum to suit the needs and academic potentials of the S.3 students was made.

<2014/15> (1) Review on the "PSHE" curriculum for the junior forms was concluded. The PATHS programme was retained. A school-based curriculum will be developed for S.1 and S.2 Liberal Studies.
(2) Evaluation on the streamlining of electives was made to balance teacher manpower and the reduced number of S.4 students.
(3) Review on the allocation of lessons for the extended modules M1 and M2 of Mathematics was conducted. It was decided that students could take the extended modules as electives in S.5.

<2015/16> (1) Curriculum for the DSE classes based on the structure of four classes in each senior secondary level was confirmed to cater for learner diversity.

<2016/17> (1) Further exploration on the setting of electives for the NSS curriculum and split groups for the core subjects were made.

<2017/18> The Knowledge Building Learning and Teaching Model was introduced to

align various pedagogies currently in use and to try out new pedagogies associated with this model.

<2018/19> Implementation of e-learning and e-teaching with the BYOD scheme in the junior forms.

<2019/20> (1) The school timetable was changed from six 55-minute periods per day to nine 40-minute periods per day in order to have more flexibility to devise the timetable to cater for the needs of different subjects.

(2) To strengthen the reading habit of students, reading lessons were re-organised in the timetable. There were two reading lessons in junior forms and one in senior forms. The Reading Promotion Committee was set up to design appropriate reading materials and activities to boost the reading atmosphere.

(3) To cultivate the self-directed learning atmosphere, two self-study periods were arranged on Day 2 and Day 5 respectively. Students were encouraged to meet teachers for their academic problems. This arrangement had also facilitated a closer monitoring of students' needs.

(4) Due to the COVID-19 pandemic, face-to-face schooling was suspended. Most lessons could only be conducted via Zoom or other electronic means in the school year. Learning materials were provided via online platforms.

<2020/21> (1) The school deployed resources to have 5 classes in S.1, S.4, and S.5 in order to better cater for learning diversity. In S.1, three of the classes are smaller in size to maintain a greater teacher-student ratio.

(2) Due to the pandemic, the school could only resume half-day face-to-face lessons in phases this year. Zoom lessons were arranged systematically to supplement the lesson time.

<2021/22> (1) Due to the pandemic, a new learning mode incorporating e-learning and self-directed learning was enforced, thereby enhancing the efficiency of teaching and learning.

<2022/23> (1) Face-to-face schooling and multi-faceted school activities were resumed.

(2) To further strengthen partnership, four new sister schools were found to enhance cultural exchange and professional collaboration.

<2023/24> (1) The BYOD Scheme was implemented across the entire school, integrating e-learning and e-teaching practices.

(2) The implementation of cross-curricular learning enhanced the breadth of students' knowledge and the interconnectedness of their learning.

<2024/25> (1) The Other Learning Experiences (OLE) Week was introduced to provide diverse learning experiences and foster a deeper connection to national identity.

(2) To promote student mental well-being and physical health, the 4Rs Charter was adopted and morning exercises were introduced in the playground assembly.

<2025/26> (1) The 4Rs Charter and the principles of growth mindset continued to be promoted to strengthen values education and National Security Education.

(2) The cross-disciplinary National Security Education curriculum was fully implemented across S.1 to S.4.

(3) Other Learning Experiences (OLE) activities were further systematised to provide students with diverse learning opportunities beyond the classroom.

(4) A total of 10 exchange tours were organised to broaden students' horizons and enrich their cultural and educational experiences.

4. In the 2002-2003 school year, our school was invited by the EDB to join the Schools'

Professional Collaboration Project and became one of the twenty "resource schools" in the territory that year to share their good practices with other schools. The topics which we chose for sharing were:

(a) A Whole School Approach to Implementing Integrated Education;
(b) The Young-Old Partnership Project;
(c) The MKC Award Scheme; and
(d) The MKC Art Gallery.

In the 2003-2004 school year, we were invited once again by the EDB to join the Project and to continue serving as a resource school. The Project came to an end in July 2004.

5. In July 2004, the EDB set up the Education Development Fund (EDF) with a grant of $550 million over five years to provide professional support to schools in the territory. The aim of the EDF is to enable schools to build up their capacity to take education reform measures. A series of School-based Professional Support (SBPS) programmes under the EDF have been launched and implemented with effect from the 2004-2005 school year. In September 2004, our school was invited to join the following programmes for one year in order to provide support to other schools nominated by the EDB:

(a) The Principal Support Network (PSN), and
(b) The School Support Partners (SSP) ─ Liberal Studies.

6. In the 2005-2006 and 2006-2007 school years, our school was invited by the EDB to continue being involved in the School Support Partners (SSP) Programme as a resource school to share our experience in, apart from the teaching of Liberal Studies, "adopting a whole school approach to implement integrated education" with other schools in the territory.
7. In the 2007-2008 and 2008-2009 school years, our school continued to serve as a SSP resource school to share our experience in Integrated Education.
8. In the 2009-2010 school year, our school joined the Principal Support Network and the Principal provided support to novice principals of other schools. The English Department has been engaged upon the School-based Language Learning Support Services provided by the Language Learning Support Section of the Education Bureau.
9. In the 2010-2011 school year, our school continued to collaborate with the Language Learning Support Section of the Education Bureau for the school-based English curriculum revision.
10. In the 2011-2012 school year, our school joined the "Pilot Project on Strengthening Schools' Administration Management" initiated by the Education Bureau in June, 2012. The English Department continued the collaboration with the Language Learning Support Section of the Education Bureau for the third year.
11. In the 2012-2013 school year, the school implemented the plans for the "Pilot Project on Strengthening Schools' Administration Management" and reflected the views on its successes and improvements to the Education Bureau.

    The school joined the "Training Program for Vice-Principals" which was sponsored by the QEF and organised by the HKCCCC, the school's sponsoring body.
12. In the 2013-2014 school year, the school explored the possibility of joining projects initiated by funding bodies. The school joined the "Smart School" e-learning project offered by an IT company in June 2014.
13. In the 2014-2015 school year, the Chinese Department of the School joined the curriculum project "The Analects (論語) and the Modern Society" organised by the Hong Kong Institute of Education.
14. In August 2016, with the provision of the "WiFi 900" project granted by the Education Bureau, a WiFi system which offered full coverage in all classrooms was successfully installed to support e-learning in class before the start of the next school year.
15. In the 2016-2017 school year, the school joined hands with alumni to run the "50th Anniversary Mentorship Programme", through which 25 alumni became the mentors for 25 S.5 Ming Kei students.
16. In the 2017-2018 school year, the Knowledge Building Pedagogy was piloted in junior

forms subjects, namely, Integrated Science, Liberal Studies and English Language.

17. In the 2019-2020 school year, the Knowledge Building pedagogy was shared among panels and continued to be tried out in various subjects.

18. In the 2020-2021 school year, the school was granted funding of about $1.8 million from the QEF for setting up a gymnasium as well as launching the Cantonese drama training projects. A school-based knowledge building lesson observation form has been piloted and revised for full scale implementation in the second half of the school year.

19. In the 2021-2022 school year, the integration of the curriculum "STEAM" added the element of "reading" and was developed into the programme called "STREAM". Besides, our school applied for the IT Innovation Lab programme and received funding in the amount of $650,000. The majority of the funding was used to equip new facilities such as MacBook's, interactive projectors, 3D printers and laser cutters for the IT-Innovation Lab (Room 601), such that our students can have a professional environment to develop different technological skills and extend their learning. Some of the funding was spent on organizing courses and workshops (IoT, AI, 3D Print and Laser cut) for our students so that they can learn the updated technologies and skills and try to apply them in the future.

20. In the 2022-2023 school year, our school actively participated in STREAM projects initiated by The Chinese University of Hong Kong, namely the Phase II of CUHK Jockey Club AI for the Future Project; the CUHK Jockey Club VR Project for Chinese Language Education II; and the Cross-curriculum Soybean Project. Through these projects, we aimed to cultivate students' interest in Science, Technology and Mathematics, widen their knowledge base, and ultimately nurture their creativity, collaboration, and problem-solving skills.

21. In the 2023-2024 school year, the Chinese Cultural Room was established with a donation from alumni. The purpose of the room was to promote national security education, enrich Chinese culture on campus, and enhance students' sense of national identity. Additionally, the Kei Yin Cup Tournament was relaunched to strengthen the exchange and relationship with CCC Ming Yin College. Lastly, the first Sister School Study Tour was organized, which helped broaden students' horizons and foster cultural exchange.

22. During the 2024-2025 academic year, our school embraced the 4Rs Charter and the principles of growth mindset across all subjects and committees. Through collaborative efforts, these core values were integrated into classroom instructions and extracurricular activities, fostering a more supportive and encouraging learning atmosphere. Recognizing the importance of student wellness, we introduced morning exercise sessions to promote physical health. These activities complemented our initiative to improve students' mental well-being. To strengthen exchanges with our sister schools in Mainland China, we hosted their first visit to our campus. Over 200 participants joined the learning exchange, including all our S.5 students and their counterparts from the two sister schools in Chongqing. They gained valuable cross-cultural experiences and deepened their mutual understanding.

23. During the 2025-2026 academic year, the school built on the initiatives of previous years by continuing to strengthen values education and National Security Education through the 4Rs Charter and the principles of growth mindset. The cross-disciplinary National Security Education curriculum was fully implemented from S.1 to S.4, providing a more coherent progression across the junior and senior forms. Other Learning Experiences (OLE) activities were further systematised so that students could gain a broad range of experiences beyond the classroom. During the year, the school also organised 10 exchange tours, giving students valuable opportunities to broaden their horizons and learn through direct cultural and educational experiences.

1.2 Incorporated Management Committee (IMC)

1. With effect from 1 September 2011, the Incorporated Management Committee of the Church of Christ in China Ming Kei College was established to replace the former School Management Committee to manage, administer and operate the school in accordance with the regulations under the Code of Aid for Secondary Schools and in compliance with all stipulations provided by the then Education Department (and now the EDB) for the implementation of school-based management.

2. There are 15 members on the IMC. Apart from the nine ex-officio members who are the Sponsoring Body Managers including the Supervisor (appointed by the HKCCCC) and the Principal, its membership also includes the following persons who are either elected or nominated by our major stakeholders:
   - one Teacher Manager and one Alternate Teacher Manager elected and nominated amongst the teachers,
   - one Parent Manager and one Alternate Parent Manager elected and nominated amongst the parents,
   - one Alumni Manager nominated by the alumni, and
   - one Independent Manager nominated by the IMC.

3. For the 2025-2026 school year, the composition of our IMC is as follows:

Chairman	: Prof KAO Yi Tsun Richard (Supervisor)
School Principal	: Dr CHEUNG Pui Shan (Ex-officio Manager)
Sponsoring Body Managers	: Mr CHAN Tsun Kit Kit
	Mr CHOI Kit Man
	Rev KAM Siu Wan
	Mr MUI Ho Chow Eddie
	Prof SHUM Kwok Yan Daisy
	Mrs TANG Chan Wai Kwan
	Mr MAK Wing Fai (Alternate Manager)
Teacher Managers	: Mr WONG Wing Nung
	Ms LO Ngan Yin Foress (Alternate Manager)
Parent Managers	: Ms WONG Ka Hung Karen
	Ms CHAN Yuen Shan (Alternate Manager)
Independent Manager	: Ms NG Mei Yuk Rita
Alumni Manager	Ms WONG Shu Wing

4. In the 2025–2026 school year, the IMC held three meetings respectively on 13 November 2025, 19 March 2026 and 16 July 2026.

1.3 School Campus and Facilities

1. The school is situated at the junction of Oak Street and Cherry Street in Tai Kok Tsui. Occupying an area of over 4,500 square metres, it comprises two independent buildings: the School Hall and the Main Building. The fully air-conditioned School Hall, with a seating capacity of 1,300, accommodates all teachers and students for assemblies. The six-storey, L-shaped Main Building houses 31 standard-sized classrooms and 5 fully equipped science laboratories (Physics, Chemistry, Biology, and two Integrated Science Laboratories). Additionally, there are 12 special rooms, including the Computer Room, Multimedia Laboratory Centre, Language Laboratory, Computer-Assisted Learning Centre, Library, Geography Room, Art Room, Needlework Room, Home Economics Room, Music Room, Ceramics Room, and English Corner. All classrooms and special rooms are air-conditioned, providing an optimal learning environment.

2. The school provides sufficient lockers for all students. Facilities also include a basketball court, a covered playground, a table-tennis court, and an Art Gallery, which was established in the 1999–2000 school year with funding from the Quality Education Fund. The Art Gallery not only showcases outstanding student artwork and ceramics but also serves as a self-study space for S.6 students during and after school hours.

3. The school is equipped with three Multimedia Learning Centres and one computer room. Computers and projectors are installed in the library, classrooms, and special rooms. A total of approximately 300 networked computers provide broadband Internet access. Students may use the computers free of charge after school on weekdays and on Saturday mornings, supporting the implementation of school-based information technology education.

4. With the Education Bureau's funding of approximately HK$40 million, the School Improvement Project (SIP) was carried out during the 2003–2004 and 2004–2005 school years and completed by the end of the 2005 summer vacation. A new six-storey annex, providing an additional 1,058 square metres of learning and working space, was constructed. This annex comprises six classrooms, a Computer-Assisted Learning Room, a Conference Room, a new Computer Room, a Student Activity Centre, a Language Learning Room, and several purpose-specific rooms. A fireman's lift was also installed for the use of staff and students with physical disabilities.

5. In 2011, with sponsorship from CCC Kei To Mongkok Church, the former table-tennis court was converted into a multi-purpose Mini Hall for small-scale programmes and various learning activities, especially during the summer vacation.

6. In 2014, also with the support of CCC Kei To Mongkok Church, the ground-floor Multimedia Learning Centre was converted into a Religious Education Resource Centre/Study Room, serving both as a facility for religious education and a self-study venue for students.

7. In 2016–2017, the School Hall's audio-visual and air-conditioning systems were upgraded. During the school's 50th Anniversary Thanksgiving Service on 10 March 2017, the hall was renamed "The John Keith Walls Hall" in honour of the founding principal.

8. The STEM Learning Centre was established in 2016–2017 and named "The Wong Hin Hing STEM Learning Centre" on 10 March 2017 in memory of Mr H.H. Wong, a beloved Mathematics teacher who passed away in 2015.

9. A Quality Education Fund (QEF) grant of approximately HK$2 million was approved for a Cantonese drama project and the establishment of a gymnasium.

10. In 2020–2021, the Education Bureau approved a time-limited minor conversion works programme amounting to approximately HK$9 million for nine renovation projects.
11. In June 2020, the school joined the Feed-in Tariff (FiT) Scheme, installing a solar power system on the school's rooftop to promote the use of renewable energy.
12. In July 2020, standing water dispensers were installed on the 2nd to 5th floors.
13. All student lockers were replaced in September 2020.
14. In July 2021, Room 601 was renovated and repurposed as the IT Innovation Laboratory.
15. In 2022, renovation works were completed for the General Office and School Library, along with the replacement of the flooring and back doors of the School Hall.
16. In 2023, the National Flagpole was replaced, and new lockers were installed in the classrooms on the 2nd floor.
17. In 2024, the Mini Hall underwent optimisation, and the Chinese Cultural Room was established.
18. Between 2024 and 2025, water dispensers providing both hot and cold water were installed at the covered playground. Stands were added in front of the stage to facilitate Chinese-style patriotic ceremonies (flag-raising ceremonies). The Visual Arts Room underwent a full renovation, featuring multimedia LCD displays, a fully rewired electrical system with ample power sockets, and extensive LAN port provision, creating a modern high-tech learning environment.
19. In 2025–2026, a series of campus enhancement works were completed to provide a safer, brighter and more technology-rich learning environment. Smart boards were installed in all classrooms, and a large LED wall was added to the John Keith Walls Hall. The main school entrance was renovated, creating a brighter and more welcoming appearance. The protective padding at the basketball court and covered playground was replaced. The entrance to the School Library was redesigned with Chinese cultural elements and a scholarly ambience. Display panels were installed at staircases on each floor for regularly updated promotional materials. LED lighting was used to replace older lighting fixtures throughout the campus, while all old-style industrial fans were replaced with safer oscillating fans.

1.4 School Mission and Goals

1. The mission statement and school goals were set out collaboratively by all teachers and then endorsed by the SMC in June 1999. They can be summarized as follows:
   Embracing the HKCCCC's mission for education, the school is committed to holistic education with a person-centred curriculum and extra-curricular activities which address, with equal emphasis, the moral, intellectual, physical, social, aesthetic and spiritual needs of our students. Through such provisions:
   - we strive to nurture our students in becoming individuals who are able to extend their love for themselves to their neighbours and to God;
   - we guide our students towards becoming honest, courteous, law-abiding people who are respectful to teachers and parents, caring to the young ones, and willing to share with and serve others;
   - we prepare our students for assuming responsibility for their own lives, facing challenges with courage and being able to respond to the needs of our society; and
   - we encourage our students to be involved in improving our society, contributing to the nation and serving the world.

   It is our aspiration that the lives of our students will give expression to the school motto: "It ***is more blessed to give than to receive".***

2. The school implements its mission and goals as well as the school motto through the provision of both formal and informal curricula, particularly by taking the following measures:
   - Setting up a String Orchestra through the sponsorship of the QEF in 1999-2000 to nurture students' interest in music by encouraging them to play musical instruments.
   - Setting up an Art Gallery through the sponsorship of the QEF in 1999-2000 for displaying outstanding artworks by students in order to promote aesthetic education and nurture students' abilities in the appreciation of art;
   - Launching the MKC Award Scheme in 2000-2001 to boost students' participation in various extra-curricular activities to help them develop in the moral, intellectual, physical, social, aesthetic and spiritual aspects;
   - Joining the Integrated Education Scheme in 2000-2001 and adopting a whole school approach to implement the Scheme for the promotion of love and care for students with special educational needs on the campus;
   - Launching a service-centred project, "The Young-old Partnership Project", for all S.2 students in 2001-2002,in collaboration with the Asia Pacific Institute of Ageing Studies (PAIAS) of Lingnan University in order to promote social services to the elderly;
   - Launching the programmes "One Sport and One Art for All" and "One Service for All" for all students in 2005-2006 to further address the importance of "holistic education"; and
   - Upon the invitation of the Elderly Commission and in collaboration with the "Salvation Army Mongkok Integrated Services for Senior Citizens", launching and setting up the "Ming Kei Elder Academy" in 2006-2007 to provide educational services, mainly in IT and health education, to the elderly living in Mongkok and Tai

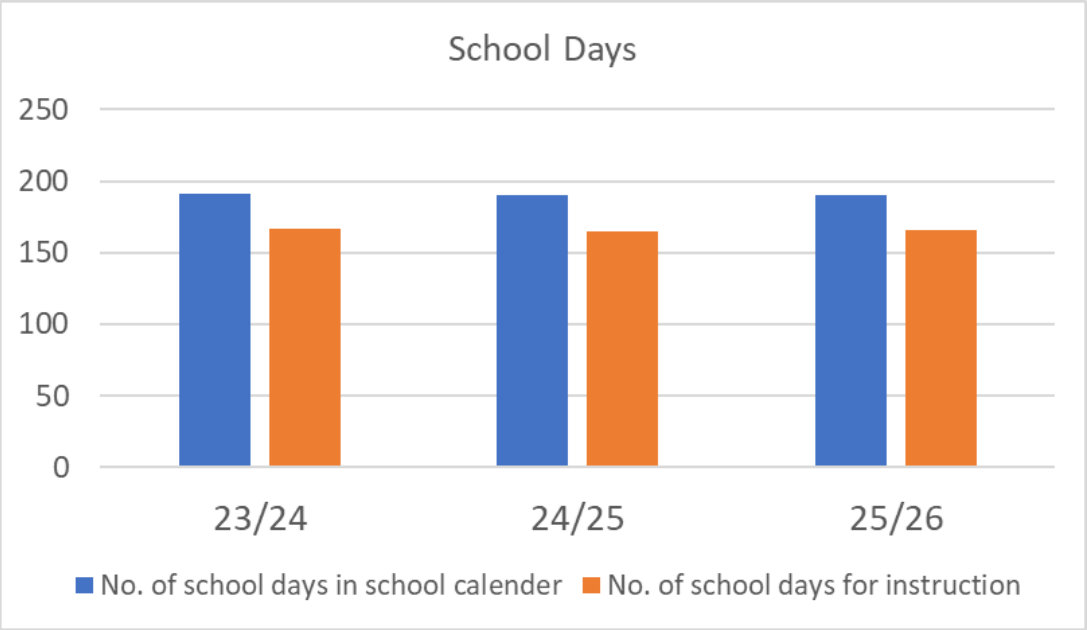
Kok Tsui. All course tutors are recruited from S.3-S.6 and they provide voluntary services to the elderly after school, twice a week. The Academy was formally established in 2007-2008.

- Launching the programme "One Uniform Group" for S.1 students in 2008-2009 and 2009-2010.
- Starting from 2010-2011, the school has been delivering continuous support and donation to the Watoto Ministry, which takes care of the orphans whose parents have died of AIDS in Uganda.

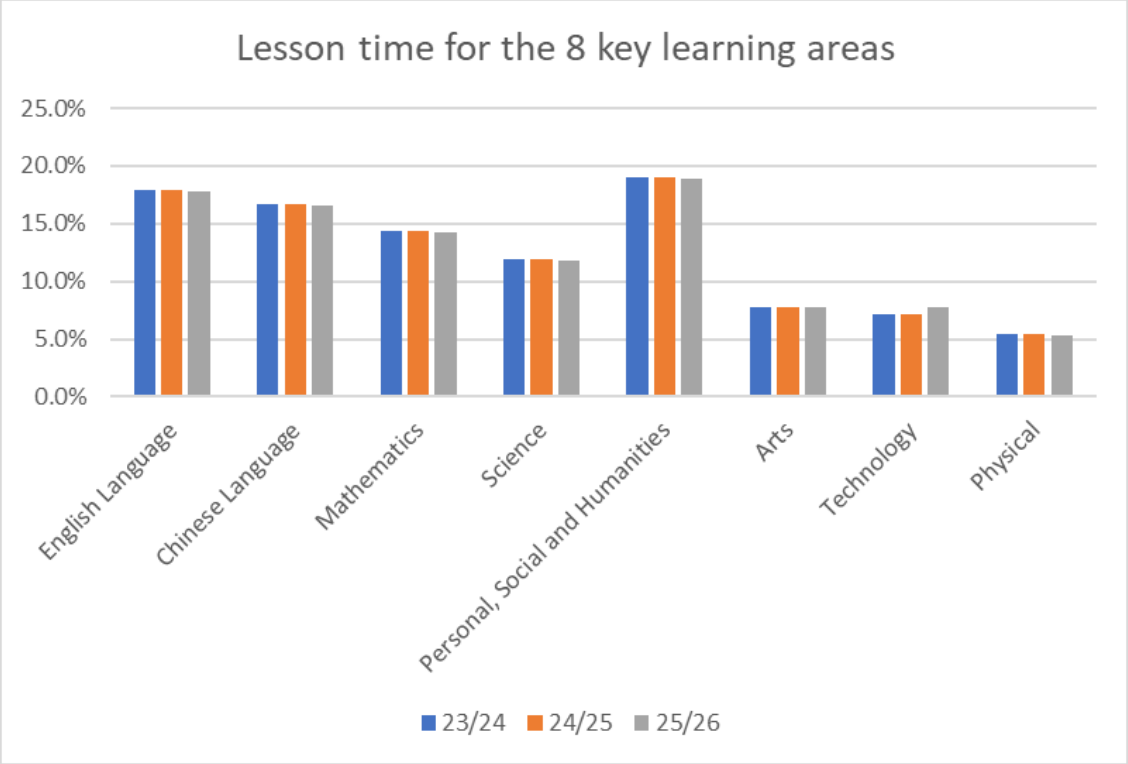
3. The school mission was reviewed by all teachers in 2007-2008 and our mission statement was restated as follows:

"We strive to provide our students with person-centred education with love and care so that they can maximize their potential to lead an abundant life, to serve the community and to glorify the Lord".

1.5 Number of Active School Days



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



1.7 Curriculum

1. English is adopted as the medium of instruction except for the following subjects: Chinese Language, Citizenship and Social Development, Chinese History, Tourism and Hospitality Studies, Physical Education (HKDSE), Putonghua, and Religious Education.
2. All students in S.4 to S.6 study four core subjects (English Language, Chinese Language, Mathematics and Citizenship and Social Development and three elective subjects to prepare for the Hong Kong Diploma of Secondary Education Examination (HKDSE). Students are allowed to enrol for Applied Learning in S.5 and S.6.

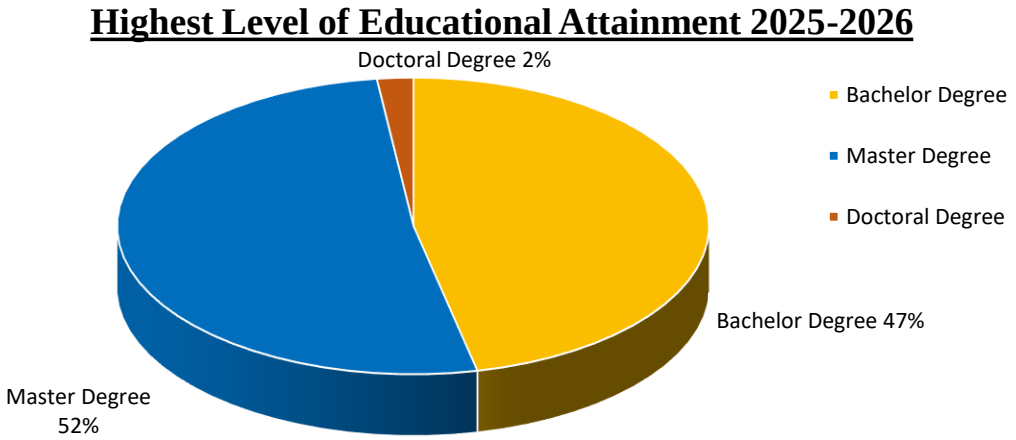
3. The formal curriculum offered by the school in the 2025-2026 school year is listed below:

Subjects	S.1	S.2	S.3	S.4	S.5	S.6
English Language Education						
English Language	*	*	*	*	*	*
Chinese Language Education						
Chinese Language	*	*	*	*	*	*
Putonghua	*	*	*			
Mathematics Education						
Mathematics	*	*	*	*	*	*
Mathematics Extended Module 1				*	*	*
Mathematics Extended Module 2				*	*	*
Science Education						
Science	*	*				
Physics			*	*	*	*
Chemistry			*	*	*	*
Biology			*	*	*	*
Technology Education						
Computer Literacy	*	*	*			
Information & Communication Technology				*	*	*
Business, Accounting and Financial Studies				*	*	*
Home Economics	*	*	*			
Personal, Social & Humanities Education						
Chinese History	*	*	*	*	*	*
Citizenship, Economics and Society	*	*				
History	*	*	*	*	*	*
Geography	*	*	*	*	*	*
Life and Society			*			
Economics				*	*	*
Business Fundamentals			*			
Tourism and Hospitality Studies				*	*	*
Religious Education	*	*	*	*	*	*
Arts Education						
Music	*	*	*	*	*	*
Music (HKDSE)				*	*	*
Visual Arts	*	*	*			
Visual Arts (HKDSE)				*	*	*
Ceramics	*	*	*			
Physical Education						
Physical Education	*	*	*	*	*	*
Physical Education (HKDSE)				*	*	*
Cross Disciplinary Subjects						
Citizenship and Social Development				*	*	*

1.8 Staff Profile

1. The 2025-2026 school year began with our staff comprising 48 full-time teachers (including the Principal) within the normal establishment and ten full-time teachers recruited with other sources of funding such as the Teacher Relief Grant and Capacity Enhancement Grant. The highest level of educational attainment of these 58 staff members are as follows:

Qualification	Number	Percentage
Bachelor Degree	58	100%
Teaching Qualification	55	95%
Postgraduate Degree	31	53%



2. All teachers of English Language and Putonghua have fulfilled the Language Proficiency Requirement as stipulated by the EDB.

3. With regards the teaching experience of teachers, the statistics for the 2025-2026 year are as follows:

No. of Years	0-4	5-9	10-14	15-19	20-24	25-29	30-36
No. of Teachers	13	11	9	5	6	5	9
Percentage (%)	22.41%	18.97%	15.52%	8.62%	10.34%	8.62%	15.52%

(B) ACHIEVEMENTS AND REFLECTION ON MAJOR CONCERNS; FEEDBACK AND FOLLOW-UP

2. Evaluation for Implementation of Major Concerns

Major Concern 1: To enhance students' learning effectiveness for higher level of academic attainment

Achievements

Target 1: To equip students with basic and essential learning skills

The school built upon existing measures while introducing new strategies to further support students' learning. These included designing pre-lesson and post-lesson tasks to support classroom learning, promoting ethical use of information technology, enhancing students' language competence, providing targeted support for junior form students, and fostering self-management and responsibility in learning. Building upon the successful practices of previous years, the majority of the measures implemented this year have proven effective in supporting student learning and development. Positive outcomes have been observed in students' engagement, learning habits, and academic performance across various areas.

1. **To design pre-lesson and post-lesson tasks which can facilitate and consolidate classroom learning**
   - Pre-lesson tasks, such as pre-lesson worksheets, information collection tasks, reading materials and topic-related videos, were designed to help students recall prerequisite knowledge and prepare for new topics. Teaching resources were uploaded to online learning platforms such as Google Classroom to facilitate self-directed learning. Based on lesson observations and feedback from both teachers and students, most students were able to complete the pre-lesson tasks. This preparation equipped them with a foundational understanding of key concepts, which in turn enhanced their comprehension and participation during lessons.
   - Post-lesson tasks, including summary tables, concept maps, chapter reviews, and DSE past paper questions were given to reinforce learning and apply newly acquired knowledge. According to homework inspection and feedback from teachers and students, most students were able to complete the post-lesson tasks. The tasks effectively facilitated the consolidation of learning, enabling students to apply what they had learned and reinforce their understanding of the new concepts.
   - While most students benefited from the approach, some lower-achieving students still required additional guidance and scaffolding to complete independent learning tasks effectively.

2. **To promote wise and ethical use of information technology for learning**
   - The school continued to enforce clear guidelines on the use of iPad during lessons. Students were allowed to use iPads during lessons strictly for educational purposes such as note-taking, accessing learning apps, searching for study-related information and interactive lesson activities. Based on lesson observation and teacher feedback, most students followed the rules and used iPads responsibly. To address occasional misuse of iPads during lessons, the school will continue to enforce clear usage rules next year to promote responsible and focused use of technology in the classroom.

- The school actively encouraged students to use information technology to enhance learning both inside and beyond the classroom. Teachers adopted interactive teaching approaches supported by e-learning tools such as Padlet, Google Slides, Jamboard, and Kahoot!, which fostered student interaction and engagement in lessons. All subjects set up Google Classroom to share a wide range of learning materials, including notes, supplementary graded exercises, answer keys, sound clips, and links to educational websites and YouTube videos. Some subjects also provided additional exercises through platforms like the Online Question Bank from HKEdCity. Teachers also introduced reliable websites to support self-learning. From lesson observation and feedback from teachers and students, students were actively engaged in lessons and were able to learn more effectively with the support of e-learning tools. In addition, they were able to make good use of the online resources provided, which supported their independent learning and helped cater to different learning needs.
- This year, greater emphasis was placed on AI literacy and responsible use of artificial intelligence. Subject departments introduced AI-supported learning activities, including AI-assisted writing, AI-generated visual projects, AI-supported research tasks and AI-enhanced feedback mechanisms. Students were guided to use AI ethically and responsibly while maintaining academic integrity. Various activities related to digital literacy, cybersecurity, online safety, scam prevention and responsible technology use were organized. These activities enhanced students' awareness of responsible technology use and information literacy. While students generally used digital devices appropriately, occasional misuse of iPads and AI tools was observed. The school will continue to strengthen digital citizenship education and reinforce responsible technology use.
- According to the APASO results, the Q-score for the subscale "Information Technology (No Addiction)" in KPM 17 increased from 102 in 2023–2024 to 108 in 2024–2025, and further increased to 113 this year. This reflects a continuous improvement in students' ability to use information technology in a balanced and healthy manner.

3. To enhance students' language competence for more effective learning

- All S.1 to S.3 students subscribed to the English self-learning platform 'English Builder'. The S.1 classes achieved the highest completion rates, and some students received certificates for outstanding performance. The overall completion rate increased to around 67%, showing improvement compared with the previous year, although it was still slightly below the target rate. Feedback from teachers and students indicated that the programme remained effective in motivating students to engage with a variety of themes and text types while supporting self-directed learning. Subject teachers allocated class time to guide students in using the platform, which contributed to the improved completion rate. The English Department will continue the subscription in the coming school year. To further enhance effectiveness, curriculum mapping will be conducted to align reading topics more closely with students' learning needs, and greater integration between the platform and other English learning activities will be explored.
- English teachers continued to incorporate specific reading skill types into both teaching and assessments for S.1 to S.3. The selected skills and question types were appropriate for each level, and teachers agreed that students were generally able to handle them effectively. Evidence of improvement was observed, indicating that the approach successfully supported the development of students' reading skills. The department also designed supplementary reading exercises based on common text types to further strengthen students' reading competence. Feedback from teachers and students indicated that these measures were beneficial in strengthening students' language competence.
- All EMI subjects provided language support by designing learning materials that enhance students' ability to learn in English. These resources include vocabulary lists, exercises on commonly used grammar items across subjects, as well as guidelines and structured writing tasks to support the development of academic writing skills. Based on homework inspection and teacher feedback, many students have shown improvement in spelling, appropriate use

of subject-specific vocabulary, and greater confidence and ability to express their ideas in writing.

- As scheduled, the English Activity Days and the English Week were successfully held with the support of trained English Ambassadors. Student participation in the English Activity Days improved this year, particularly when karaoke and festive-themed activities were organized. The theme of the English Week was well received by students, and the game booths were greatly enjoyed. These activities provided valuable opportunities for students to use English in a more authentic and enjoyable context while enriching their language learning experiences. The English Department will continue to explore a wider variety of engaging activities to further enhance students' participation and motivation.

4. **To provide enhanced support and guidance to S.1 and S.2 students for their acquisition of learning skills**
   - The S.1 Summer Orientation Programme was held from 18 to 20 and from 24 to 25 August 2026, with full participation from newly admitted S.1 students. Students were streamed into groups based on their performance in the Pre-S.1 Attainment Test. The programme covered essential grammar, classroom language, and key vocabulary and skills for learning EMI subjects such as Mathematics, Science, History, Geography, and Citizenship, Economics, and Society. According to a post-programme survey, 98.3% of students found the programme useful. While the lessons were conducted in English, 94.2% of the students expressed that they could understand the teachers' explanations and instructions, and 92.5% found the lessons interesting. In addition to the positive feedback collected from students, teachers observed that the S.1 Bridging Programme effectively prepared students for EMI learning. They noted that students became more familiar with learning through English and developed a better understanding of EMI subjects. They also remarked that the programme fostered a comfortable and cohesive learning community, supporting students' smooth transition to secondary school life.
   - Based on the Pre-S.1 Attainment Test results, the bottom 30% of students were identified as needing additional support. To address this, an 8-day English Enhancement Programme was held from 18 to 20 and from 24 to 28 August 2026. The programme focused on reading skills, basic grammar, and vocabulary building. According to a post-programme survey, 94.9% of students found the class useful and were able to understand the teachers' English explanations. Teachers of the class reflected that students showed improvement in their application of grammar. They remarked that the lessons enabled them to address students' learning difficulties and clarify challenging language points, thereby strengthening students' English foundation and enhancing their readiness for EMI learning.
   - The Academic Committee organized study skills workshops for S.1 and S.2 students during self-study lessons. The workshops covered essential learning skills such as organizing learning materials, note-taking and revision planning According to post-activity student survey, over 90% of S.1 students and over 80% of S.2 students expressed that they had learnt useful skills related to note-taking and time management through the workshop. Teachers also guided students in managing their learning materials by teaching them how to organize notes and worksheets in folders. Based on homework inspection and teacher feedback, most students in both forms could organize learning materials into folders, reflecting improvements in their organizational skills and learning habits. However, S.1 students were relatively less confident in planning revision schedules before tests and examinations, while S.2 students required further support in making effective use of their student handbooks as a learning management tool. The Academic Committee will continue to strengthen students' study skills through targeted training and support.

5. **To strengthen students' ability in self-management and foster a sense of responsibility for their own learning**
    - The detention class was arranged from 13 September 2025 to 9 May 2026. With continued close supervision by teachers, particularly regarding the appropriate use of iPads, most students completed overdue assignments or engaged in self-study during detention, making meaningful use of the time to catch up on learning. In the Stakeholder Survey, the mean score for students' agreement with the statement 'I often complete learning tasks, including homework, seriously' increased from 3.4 in 2023-2024 to 3.6 in 2024-2025 and remained at 3.6 this year. This suggests that the improvement in students' self-management and sense of responsibility for learning was sustained.
    - Graded exercises and self-learning resources were provided by various subjects. Teachers uploaded materials such as vocabulary recordings, revision exercises and past papers to Google Classroom, allowing students to review according to their own learning progress. Feedback from teachers and students reflected that these resources were useful for revision. Student performance in tests and examinations indicated that many had made good use of the self-learning materials, especially high-achieving students who showed noticeable improvement and confidence in applying subject knowledge. However, lower-achieving students lacked motivation to fully utilize the resources. Additional support and encouragement will continue to be provided to help these students cultivate positive learning habits.

Target 2: To facilitate students to set and achieve their learning goals

The school continued to support students in setting and achieving their learning goals. The class streaming methods in junior forms were maintained and continued to cater for students' diverse learning needs. Differentiated learning materials and assessments remained a key strategy for promoting self-directed learning and cater to diverse learning abilities. Supplementary lessons and study groups were arranged to enhance academic performance, while additional support was provided to low achievers to help them progress. New strategies were introduced to guide students in understanding their learning progress, encouraging self-reflection and goal-setting. Students' academic achievements and improvements were also recognized to foster motivation and a positive learning culture.

1. **To review and revise the class streaming methods of junior forms**
    - This year, the school continued to implement the class streaming method adopted in the previous year for all S.1 classes. The arrangement aimed to better cater to learner diversity and foster a more positive learning atmosphere within each class. The Academic Committee evaluated the effectiveness of this strategy through teacher feedback and analysis of examination performance. Findings indicate that this class allocation strategy has been effective in supporting student learning and enhancing the learning atmosphere.
    - To assess the effectiveness of these measures, we compared the performance of the bottom 20% of junior form students in the first term examination and the second term examination of the 2025-2026 school year. The standard score differences for the English Language subject were 0.07, 0.13 and 0.18 for S.1, S.2, and S.3, respectively. Similarly, the standard score differences for Mathematics in S.1, S.2, and S.3 were 0.47, 0.40 and 0.40 respectively. These positive values indicate that students with lower academic abilities have benefited from small-class teaching and have shown improvement in their academic performance.

2. **To provide differentiated learning materials and assessments to cater for self-directed learning and diverse learning needs**
   - A differentiated teaching syllabus was implemented for English Language in S.1 and S.2. The English Department developed three schemes of work: core, enhancement, and remedial. Each scheme of work is accompanied by a set of teaching materials with different focuses, specifically designed to cater to the varying learning needs of students in each ability group.
   - Various subject departments developed and implemented graded exercises tailored to students' different ability levels. More challenging materials were provided for high-achieving students, while those with lower academic performance were given resources focused on strengthening foundational knowledge. Graded supplementary materials with answer keys were provided, allowing students to select tasks appropriate to their learning needs.
   - Various subject departments included challenging questions or bonus questions in assignments, tests and examinations.
   - Lesson observations, homework inspections, and feedback from teachers and students indicate that this differentiated approach proved effective. Students showed greater confidence, with less able learners successfully completing basic tasks and more able students engaging with advanced challenging tasks. The graded materials enabled self-paced learning and helped students revisit subject contents as needed. Students became more proactive, demonstrating initiative by completing optional tasks.
   - The school has provided additional support for gifted students. Examples include Mathematics Olympiad training, gifted mathematics programmes, coding and AI competitions, science enrichment activities, and various subject-specific external programmes. Feedback from teachers and students was positive, with many finding the enrichment programmes and learning opportunities beneficial. These activities helped broaden students' knowledge and learning experiences, strengthened their confidence, and encouraged them to further develop their interests and abilities in their respective areas of strength.

3. **To arrange supplementary lessons and study groups for academic enhancement**
   - Regular structured supplementary lessons were arranged after school for all DSE subjects for S.6 in the first term and for S.5 in the second term. A timetable was set for supplementary lessons for S.5 in the 1st term and S.4 in the 2nd term, and teachers of various subjects arranged after-school lessons according to the needs of their students. Structured supplementary lessons were arranged for S.4 and S.5 after the final examination. Some lessons were arranged for the whole class to enhance subject knowledge or general examination skills practices. Some lessons were arranged for selected groups of students with the aim of attaining higher levels in the HKDSE.
   - Various subjects arranged pre-mock and post-mock examinations for S.6 students to better prepare them for the HKDSE.
   - Subject teachers organized study groups based on students' abilities to provide targeted support, with particular attention given to low achievers. Additional tutorials were arranged for these students during the Self-Study Lesson, in the morning or after school, which helped improve their understanding and confidence.
   - The highly satisfactory results in the 2026 HKDSE reflect that these supplementary lessons and study groups were effective in enhancing students' attainment. The overall average percentage of Level 2 or above across all subjects reached 99.5%, which is similar to that in 2024 and 2025. For core subjects, the percentages for Levels 2+, 3+ and 4+ exceeded those of all Hong Kong candidates. Additionally, 100% of our students attained 'Attained' in Citizenship and Social Development. Among the core subjects and the 15 elective subjects (including M1 & M2), 15 recorded higher percentages of Level 4+ and 13 recorded higher

percentages of Level 5+ than the corresponding territory-wide figures, with the overall Level 5+ reaching 21.0%.

- A remedial English group was formed for S.6 students who required additional support, with tailored teaching content to help them achieve satisfactory results (Level 3 or above) in the HKDSE. In the 2026 HKDSE, about half of the students in this group successfully attained Level 3+, demonstrating the effectiveness of the targeted support provided. Overall, the HKDSE results of English Language were particularly encouraging, with 83% of students meeting the university entrance requirement, significantly higher than the Hong Kong average of 53%.

4. To provide more learning support for low achievers

- After-school homework tutorial classes were arranged for S.1 and S.2 low achievers. Feedback from teachers and students was positive. They agreed that the tutors' guidance and supervision not only reduced late homework submissions but also enhanced students' consolidation of knowledge. Moreover, students demonstrated increased confidence and initiative in their studies. The Academic Committee will continue to arrange homework tutorial classes in the coming school year.
- Saturday tutorial classes were arranged for junior form students who ranked among the lowest in each of the three core subjects. For S.2 and S.3, students with unsatisfactory performance in the previous academic year were included. Newly admitted S.1 students falling within the bottom 25% in the Pre-S.1 Attainment Test were required to join the classes. Students' progress was reviewed after the First Term Examination, and those who did not meet the expected standards were required to attend Saturday tutorials in the second term. It was found that about 60% of the participants showed a positive standard score difference in their respective subjects when comparing formal assessments before and after attending the tutorial classes. This suggests that the classes have effectively helped students consolidate their foundational knowledge. Feedback from questionnaires also indicated that students were generally satisfied with the support provided by their tutors.
- A remedial English group was arranged for S.4 students requiring additional support. Through small-group teaching and tailored learning materials, students received more individualized guidance in developing their language skills. The majority of the students in the remedial group demonstrated improvement in the second-term examination, suggesting that the arrangement was effective in supporting their learning needs. In view of the positive outcomes, the same group of students will continue to receive targeted support in S.5 in the coming school year.
- English pull-out classes were arranged for S.5 students identified as needing additional support. The effectiveness of this arrangement was reviewed during the English Department meeting. According to statistical analysis, over half of the S.5 students who attended the pull-out lessons demonstrated improvement in their performance. Given the positive outcomes, the English Department will continue to provide targeted support in the coming school year.
- Various subject departments organized supplementary lessons and small-group study sessions for students requiring additional academic support. Through targeted instruction, individualized guidance and focused skills training, subject teachers were able to address students' learning difficulties more effectively and strengthen their foundation in the respective subjects. Feedback from teachers and students indicated that these support measures were beneficial in helping students consolidate their learning and build greater confidence in their studies. While the measures were generally effective, some students still required additional motivation and encouragement. Subject teachers will continue to provide targeted support to help these students engage more actively in learning and make further academic progress.

5. To enable students to understand their learning progress for self-reflection and goal-setting

- Introduced in the 2024–2025 school year, the school continued to provide students with more detailed academic information in their report cards this year. For S.1 to S.4, the grade 'U' was used to indicate scores below 'F', while S.1 to S.3 students were informed of their percentile rank within the whole form. These measures enabled students to gain a clearer understanding of their academic performance and progress. Feedback from teachers and students was positive, as they agreed that the additional information helped students better understand their academic performance and set clearer goals for improvement.
- DSE subject teachers provided students with clearer information about their progress, such as class rankings and predicted levels of attainment in assignments, tests and examinations. This helped students set focused learning goals, and teachers were able to provide learning materials tailored to the levels students were likely to attain in the DSE. Both students and teachers reflected that this approach supported more realistic goal-setting and increased motivation in learning.

6. To recognize students' achievements and improvements in studies

- To recognize academic achievement, all subject departments displayed lists of top-performing students after major assessments. In addition, some subject departments also recognized students who demonstrated significant improvement, notable effort, active participation or commitment to learning.
- Subject departments also presented small prizes or DC stickers for students with good results or noticeable improvement.
- Both teachers and students reflected that these recognition helped students feel acknowledged and motivated, encouraging them to strive for continuous improvement.

Target 3: To promote cross-subject collaboration

The school continued to promote cross-subject collaboration as part of its ongoing efforts to enrich students' learning experiences. Building on previous experience, subject departments were encouraged to design learning tasks collaboratively, enhance coordination on assessment methods, and organize cross-subject life-wide learning activities. These strategies supported students in making connections across disciplines, broadening their learning experiences, and increasing their motivation to learn.

1. To encourage cross-subject collaboration in the design of learning tasks

- Led by the National Education Committee, the cross-subject curriculum continued to be implemented to promote national education. For S.1, learning activities were designed around the theme of Cantonese Opera 「粉墨登場戲劇人生」(傳統地方戲劇－粵劇), with Chinese Language as the core subject, in collaboration with Visual Arts, Home Economics, Music and the STREAM Education Committee. For S.2, learning activities were designed around the theme of overseas Chinese and Hong Kong Chinese organizations 「遙遠的牽掛－天涯家國心」(海外華僑和香港華人組織), with History as the core subject, in collaboration with Chinese Language, English Language, Geography and Home Economics.
- This year, the cross-subject national education curriculum was further extended to S.3 and S.4. For S.3, learning activities were designed around the theme of physical fitness and patriotism「我武維揚－強身健體·保家衛國」, with Physical Education as the core subject, in collaboration with Chinese Language, Biology, Physics, Chemistry and Home Economics. For S.4, learning activities were designed around the theme of food security and care for society 「豆延萬里－心懷生民·兼濟天下」, with Biology as the core subject, in collaboration with Geography, Chinese Language, English Language, Visual Arts and Home Economics.

- Feedback from teachers and students on the cross-subject national education curriculum was positive. Students' participation in the lessons and performance in the assignments were satisfactory. Students were able to connect knowledge across different subject areas, deepen their understanding of the learning themes, and strengthen their appreciation of Chinese culture and national development.
- Some subject departments collaborated in the design and implementation of cross-subject projects and learning tasks. For S.2, Home Economics collaborated with Computer Subjects on a project related to caring for the elderly. Mathematics also arranged STREAM-related projects and modelling activities for junior form students. Most students participated actively in these projects and activities and completed the assigned tasks with satisfactory performance. Teachers agreed that these learning experiences helped students apply knowledge and skills acquired from different subject areas and broadened their learning experiences.

2. To enhance coordination among subjects

- To better support S.1 students, collaboration was carried out among EMI subjects (Science, History, Geography, and Citizenship, Economics & Society) to standardize assessment items and content scopes for each uniform test and examination. Teachers indicated that this approach helped S.1 students manage their studies more effectively and prepare for assessments with greater confidence.

3. To organize cross-subject life-wide learning activities

- Cross-subject life-wide learning activities were organized by various subject departments to extend students' learning experiences. Subjects of the PSHE KLA (Chinese History, History, Geography, Citizenship, Economics & Society, Tourism and Hospitality Studies, Economics and Religious Education) organized the Inter-House PSHE Quiz Competition for junior form students. Subjects of the Technology KLA (Home Economics and Computer Literacy) organized the "Healthy Soy Bean Recipe for the Elderly" cooking competition. Subjects of the Science KLA (Junior Science and Physics) organized the "Temporary House for a Puppy STREAM activity" for S.1 and the "Egg-drop Challenge" for S.2 students. Junior Science and Chemistry also collaborated in a titrimetric analysis workshop, in which S.5 Chemistry students guided S.2 students through laboratory experiments.
- Subject departments also engaged students in cross-KLA life-wide learning activities. English Language and Home Economics jointly organized the DIY Chocolate Workshop, enabling students to apply language skills and practical skills in authentic contexts. Physics and Mathematics jointly arranged the CUHK Popular Science Talk and Laboratory Visit. Economics and BAFS collaborated in organizing a visit to the IFEC FinEd Hub and participation in the "Planning Ahead, Think About Life" Risk and Protection Online Quiz Competition. CSD and THS jointly organized the Ocean Park Giant Panda Adventure for S.4 to S.6 students.
- Both teachers and students gave positive feedback on most of the cross-subject and cross-KLA activities. They found that the activities enriched students' knowledge, help them connect knowledge across disciplines and enhance their motivation to learn. Subject departments will continue to explore more suitable themes and topics for cross-subject and cross-KLA activities in different form levels.

Target 4: To nurture students with proper values and positive attitudes

The school continued to strengthen national education, national security education and values education as part of its commitment to nurturing students with proper values and positive attitudes. Building on past success, subject departments continued to incorporate values education and elements of national security education into the curriculum. These strategies have proven highly successful in nurturing students with the 12 priority values and enhancing their sense of national identity.

1. To incorporate values education in the curriculum

- As reflected in teaching schedules, teaching materials, student assignments, and lesson observations, all subjects incorporated elements of values education into the curriculum, covering all 12 priority values as well as courtesy. For example, the Reading Promotion Committee collaborated with the Home Economics Department to promote the value of 'courtesy' by introducing table manners education for S.2 students. This included learning table manners in Home Economics lessons and reading articles about Chinese and Western dining etiquette during Reading lessons.
- Elements of values education were naturally integrated into activities organized by subject departments beyond the classroom. For example, the Chinese Tea Art Course organized by the National Education Committee conveyed the values of filial piety, unity and respect for others. Chinese Culture Week promoted the value of commitment through learning activities related to Chinese mythology and traditional culture. The Home Economics Department's "Healthy Soy Bean Recipe for the Elderly" cooking competition fostered empathy and care for the elderly. These values and attitudes were nurtured organically through participation in the activities.
- According to the Stakeholder Survey, teachers responded to the statement "The school leads collaboration among subject panels and committees to actively implement values education" with a mean score of 4.1 this year, which was the same as that of the previous year and maintaining an improvement from 4.0 in 2024–2025. Similarly, students gave a higher rating to the statement "The school helps us develop good moral character inside and outside of the classroom", with the mean score increasing from 3.5 in 2024–2025 to 3.7 in 2025–2026 and further to 3.8 this year. Likewise, APASO results show that the Q-score for the subscale 'Morality (Importance)' in KPM 17 increased from 102 in 2024–2025 to 105 in 2025–2026, and further increased significantly to 115 this year. These highly satisfactory survey results reflect that the school's efforts in promoting values education continue to be effective.

2. To incorporate elements related to national security education in the curriculum

- As shown in the teaching schedules, teaching materials, student assignments, and lesson observations, elements of national education and national security education have been integrated organically into and connected naturally with the curriculum contents of all subjects. For example, the Visual Arts curriculum featured a learning theme for each form to promote National Education: S.1 students explored Chinese mask culture, S.2 focused on Tang Dynasty Sancai glaze, S.3 learned about Chinese tea and tea-ware culture, while senior form students studied Chinese painting and sculpture.
- Beyond the classroom, the school organized a variety of activities that naturally integrated elements of national education and national security education. Subject departments arranged for students to participate in external competitions and educational visits related to national education. The National Education Committee also organized a variety of activities and visits related to national education and Chinese culture. These included the study tour to Shantou (南粵之光非遺技藝培訓計劃—汕頭市研學團), visits to the National Security Exhibition Gallery, the People's Liberation Army Hong Kong Garrison Barracks, Lung Yeuk Tau Heritage Trail and Po Toi Island Heritage Trail and, as well as intangible cultural heritage workshops (茶粿製作技藝工作坊、新會葵藝技藝工作坊). These activities received positive feedback from both teachers and students. Through these activities, students gained a deeper understanding of Chinese history, culture and national development, thereby strengthening their sense of national identity.
- In addition, the school arranged several study tours to mainland China. These included a Citizenship and Social Development (CSD) study tour to Jiangman and Taishan for all S.5 students, and a study tour to Shenzhen for all S.2 students. There were also study tours and exchange programmes arranged for selected groups of students, including the Dunhuang

and Xi'an Study Tour organized by the Chinese History Department, the GenRobo Shenzhen Innovation and Technology Experience Tour organized by the Computer Department, and the "An Exploration into the History, Culture and Natural Environment of Fuzhou and Wuyishan" Visual Arts Study Tour organized by the Visual Arts Department. All tours were well received, with teachers and students agreeing that the experiences enhanced their understanding of the country's history, culture, technological development and contemporary achievements, while strengthening their sense of national identity and belonging to the motherland.

- The school also integrated national education through reading. In reading lessons, selected materials were used to instill values related to national education. Over 90% of junior form reading units incorporated elements of national education and national security education. Examples include: S.1 students learning about Professor Zhou Jiahua through Science, S.2 students exploring Hong Kong's fencing achievements, and S.3 students studying the life of mathematician Zu Chongzhi. For senior forms, nearly 40% of the reading materials covered themes related to national education. Besides reading lessons, the school also promoted national education by introducing themed books to students. At least one book related to national education was displayed in the Reading Corner of every classroom. Additionally, a theme-based book exhibition titled "Loving the Country and Hong Kong, Reading Together to Understand National Conditions" (愛國愛港 共讀國情) was organized. This year, the theme of the Reading Week was "China's Scientific and Technological Development amid Globalization", enabling students to learn more about the country's scientific and technological achievements and development. These reading activities helped enhance students' understanding of the country's culture, history and development, thereby strengthening their national identity.
- From the APASO results, the Q-scores of all the subscales related to national identity increased to 116 this year, including "National Identity (Responsibility, Obligations)", "National Identity (Proud, Love)", "National Identity (National Flag, Anthem)" and "National Identity (Achievements)". Compared with the previous year, when the scores of the 4 subscales ranged from 113 to 116, this represents a further improvement and is highly satisfactory. These scores reflect that our students have a strong sense of national identity and national pride, and the learning experiences provided by our school are effective.

Target 5: to cultivate students' interest in reading

The school continued to cultivate students' interest in reading by refining existing strategies and adopting new measures. The school promoted reading across the curriculum through reviewing and revising the Reading lessons and encouraging reading to learn in various subjects. While progress has been made, students' interest in reading still requires further nurturing. The school will continue to review and revise its strategies to foster a stronger reading culture.

1. **To review and revise the Reading lessons to promote reading across the curriculum more effectively**
   - The Reading Promotion Committee continued to implement cross-disciplinary reading lessons across different form levels. Theme-based reading units were adopted in the junior forms, enabling students to make connections between reading materials and subject knowledge. Feedback from teachers indicated that the reading lessons helped broaden students' perspectives and supported interdisciplinary learning. To further enhance learning effectiveness, the committee will continue to refine the reading materials and strengthen the links among different subject areas.

- The Individual Learning Profile for junior form students was further refined to include reflective writing, personal learning insights and creative book-sharing tasks. All junior form students completed the profile, and reading teachers agreed that the worksheets effectively enabled students to demonstrate their learning outcomes. The redesigned ILP helped students make personal connections with their reading experiences while encouraging critical reflection. However, teachers observed that the misuse of AI occasionally reduced the depth of students' reading and originality in their responses. The committee will continue to strengthen students' reading and reflection skills through discussion and oral sharing activities.
- Group research projects were arranged for all S.2 students. Through these projects, students were required to access library resources, conduct independent inquiry and integrate information from a variety of sources. Several outstanding projects demonstrated students' ability to apply cross-disciplinary knowledge and conduct independent research. These projects also helped develop students' teamwork, communication and inquiry skills.

2. To encourage reading to learn in various subjects

- The library held regular book displays and thematic exhibitions. Approximately 45 new and thematic books were displayed each month to promote reading and broaden students' exposure to a variety of topics. In addition, three theme-based exhibitions, including "Hong Kong Essayists Book Fair" (香港散文作家書展), "Sustainable Architecture Book Fair" (永續建築) and "Loving the Country and Hong Kong, Reading Together to Understand National Conditions" (愛國愛港 共讀國情), were organized. Positive feedback was received from both teachers and students.
- Subject departments implemented various measures to support reading across the curriculum, including recommending book lists, assigning book reports and reading worksheets, and introducing students to e-books.
- Both Chinese Language and English Language Departments had reading schemes and students' participation was satisfactory. Over 95% of students completed the Chinese and English book reports, and 48 junior form students were given prizes for their good performance.
- The Reading Week, organized by the Reading Promotion Committee, was held from 4 to 8 May 2026 with the theme "China's Scientific and Technological Development amid Globalization". Through a variety of cross-curricular activities, exhibitions, workshops and talks, students explored topics related to the country's scientific and technological achievements and development. Survey results showed that a 74.2% of students believed that the Reading Week deepened their understanding of the theme. Over 60% of students participated actively and were inspired to look for related resources. Elements of national education were naturally integrated into the activities, helping students gain a better understanding of national development and achievements. The activities also strengthened collaboration among different subject departments and promoted reading across the curriculum.
- The Reading Corner in each classroom provided students with access to reading materials that matched their interests. Students participated in the book selection process, and the book collection was updated regularly through a rotation system. Class librarians were also appointed to promote reading and manage the Reading Corner. Survey results showed that about 80% of students had read books from the Reading Corner. However, occasional misuse of the Reading Corner for storing homework and other unrelated materials was still observed. The Reading Promotion Committee will continue to strengthen the management and promotion of the Reading Corner to encourage greater student participation.

- To cultivate a stronger reading culture, two new reading promotion measures were implemented this year. Book promotion display boards were installed along both the Oak Street staircase and the Central staircase, featuring 20 book posters designed by Reading Ambassadors. Teachers and students responded positively to the displays, which helped create a stronger reading atmosphere on campus. In addition, teachers were invited to produce book-sharing videos, which were displayed on the Reading Promotion Committee's social media platforms and the electronic display board outside the General Office. The initiative increased students' exposure to recommended books and further promoted reading within the school community
- Reading Ambassadors were trained to promote reading through monthly Morning Reading sharing sessions, book poster design, book-sharing videos and participation in reading competitions and workshops. Feedback indicated that these activities helped cultivate students' reading habits while enhancing the ambassadors' confidence in public speaking, communication and leadership skills.
- Despite the efforts and positive feedback on the reading promotion measures, survey results indicated that further efforts are needed to cultivate the reading culture among students. According to the Stakeholder Survey, teachers' mean score for the statement "My students like reading" decreased from 2.8 last year to 2.6 this year. On the other hand, the mean score for the student statement "I often read materials such as leisure reading materials and newspapers outside the classroom" increased from 2.8 in 2023–2024 to 3.1 in 2024–2025 and further increased to 3.3 this year, suggesting a gradual improvement in students' reading habits. According to the APASO results, the Q-score for the subscale "Reading (Time for Leisure Reading)" increased from 85 last year to 87 this year, returning to the level recorded in 2023–2024, while the Q-score for "Reading (Non-assigned Materials)" remained stable at 85 over the past three school years. Although the data suggest some encouraging signs in students' reading behaviour, further efforts are needed to strengthen students' interest in reading and foster a reading culture. The school will continue to review and refine its reading promotion strategies in the coming year.

Overall Evaluation

To address the school's major concern of enhancing students' learning effectiveness for higher academic attainment, a range of strategies has been implemented, with the Stakeholder Survey results reflecting steady progress. Students' overall perception of their learning increased from a mean score of 3.4 to 3.5 this year, showing continuous improvement from 3.2 in 2023-2024. This progress is encouraging as it suggests that the school's strategies are having a positive impact.

To enhance learning effectiveness, the school has focused on equipping students with essential learning skills. According to the Stakeholder Survey, students consistently acknowledged that teachers often teach learning strategies such as conducting pre-lesson preparation, using concept maps, and utilizing online resources, with the mean score remaining at 3.7 for both 2023-2024 and 2024-2025. Students' agreement with the statement "I know how to apply learning strategies" showed a slight increase, with the mean score rising from 3.3 last year to 3.4 this year. This modest progress indicates that the strategies adopted are effective, and the school should continue its efforts to support students in applying learning strategies in their studies. In addition to promoting learning skills, teachers have consistently provided appropriate support to help students achieve higher academic attainment. In the Stakeholder Survey, teachers indicated that they are able to provide timely and specific feedback to help students reflect and improve, with a mean score of 4.3 in both this year and last year. Meanwhile, students' agreement with the statement "Teachers often provide suggestions on my performance and let me know how to improve" increased from 3.7 to 3.8 this year. Furthermore, teachers agreed that they adjusted teaching strategies based on students' learning progress, with a mean score of 4.3 — the highest-rated item in teachers' perception on teaching in both this year and last year — demonstrating their awareness of catering to learner diversity. These

findings reaffirm the school's commitment to fostering a supportive and adaptive learning environment that empowers students to learn more effectively and perform better academically.

The school has also placed emphasis on helping students set learning goals and build confidence. The Stakeholder Survey results reflected improvements in goal setting and perseverance among students. The mean score for "I know how to set my learning goals" rose from 3.2 to 3.4, while the mean score for "I try my best to overcome learning difficulties" increased from 3.6 to 3.7. Teacher support also strengthened, with the score for "Teachers often encourage us to learn and try our best to overcome learning difficulties" rising from 3.6 to 3.7. Recognizing that confidence in learning is a foundational element for academic success, the school has made efforts to enhance this quality among students. The Stakeholder Survey results show a slight increase in both student and teacher responses. Students' mean score for the statement "I am confident in learning inside and outside of the classroom" rose from 3.1 to 3.2, while teachers' mean score for the statement "My students are confident in learning" increased from 3.2 to 3.3. Although confidence in learning remains one of the lowest-rated items in the Stakeholder Survey, the improvement is a positive sign. The school will continue its efforts to help students set learning goals and boost their confidence in order to enhance their academic performance.

Reflection

Based on the evaluation findings, the following facilitating and hindering factors have been identified, along with insights gained from the planning, implementation, and evaluation processes.

Facilitating Factors:

A. Strategic use of school resources and administrative support:

- ✧ Supplementary lessons, study groups, and tutorial classes have provided targeted support, especially for DSE candidates and junior form low achievers.
- ✧ The S.1 Summer Orientation and English Enhancement Programmes have effectively supported transition and foundational skill-building.
- ✧ Split-class and small group teaching arrangements, such as the English remedial group in S.4 and smaller class sizes in S.1, have provided better support for students with diverse learning needs.

B. Curriculum aligned with learner needs and emerging educational trends:

- ✧ Elements of national security education and values education have been integrated organically into and connected naturally with the curriculum contents of various subjects, effectively nurturing students' national identity and positive values.
- ✧ Differentiated learning materials have been incorporated into the curriculum of various subjects to support students with varying needs and abilities.
- ✧ Cross-subject collaboration in curriculum design and assessment has been promoted to enable students to make meaningful connections across subjects.
- ✧ A wide range of life-wide learning activities have been arranged to extend students' learning experiences beyond the classroom.

C. Teachers' professional competence and commitment to student learning:

- ✧ Teachers have demonstrated increasing awareness of learner diversity and have adapted their teaching strategies to meet students' varied needs.
- ✧ Teachers are proficient in using e-learning tools to facilitate interactive learning and provide supplementary materials that support self-directed learning.
- ✧ Teachers consistently encourage students and help them build confidence through positive reinforcement and personalized guidance.

D. Students' capability and positive learning attitudes:

- ✧ Students are familiar with e-learning tools and online platforms, which support interactive learning and self-directed learning.
- ✧ Most students, especially high achievers, demonstrate a positive attitude towards learning. They follow teacher guidance and complete assigned tasks with diligence and consistency.

Hindering Factors:

A. Limited resources for expanding targeted support:

- ✧ Split-class teaching (e.g. remedial and pull-out classes) and tutorial classes have proven effective, but the school lacks sufficient manpower and resources to extend these arrangements to more students in need.
- ✧ Some workshops and talks (e.g. study skills, digital ethics) were conducted by external organizations, and it is difficult to ensure consistent quality and alignment with students' needs.
- ✧ The number of suitable service providers remains limited, leaving the school with few options when arranging learning programmes, particularly in areas such as study skills development.

B. Challenges for teachers arising from learner diversity

- ✧ The wide range of learner diversity poses challenges for teachers. While self-directed learning is promoted, many students still require close guidance and regular monitoring. Teachers must frequently review and revise teaching materials to cater to diverse learning needs.
- ✧ Student motivation remains uneven, especially among low achievers. Teachers need to explore effective strategies to help students set achievable goals, recognize their progress, and boost their confidence.
- ✧ Teachers need to go beyond supporting low achievers and proactively identify and nurture gifted students through enrichment opportunities.

C. Students' learning weaknesses

- ✧ Some low-achieving students lack motivation and initiative, which limits their engagement with learning tasks and self-directed activities.
- ✧ Despite the availability of digital tools (e.g. iPads) to support learning, some students struggle to stay focused and use them appropriately, which affects their concentration and learning outcomes.
- ✧ Many students have a weak language foundation and lack effective learning skills, which makes it difficult for them to grasp subject content and apply appropriate learning strategies.
- ✧ Students' interest in reading remains low, with limited participation in reading activities and underutilization of reading resources such as classroom reading corners.

Feedback and Follow-up

- Continue reviewing and revising learning materials, with increased scaffolding and tailored support to meet diverse learning needs.
- Enhance student engagement in various learning tasks and activities by setting clear targets and requirements that students can follow, and by monitoring their progress.
- Continue utilizing e-learning tools to support teaching and learning. Reinforce usage guidelines and promote digital ethics education to address the problem of occasional misuse of digital devices.
- Continue offering supplementary lessons and study groups, which have contributed to strong HKDSE results.
- Replace the S.4 pull-out English writing lessons with a remedial English group to provide more comprehensive support for students with lower ability, making more effective use of the school's limited resources.
- Strengthen support strategies for S.1 and S.2 students, including language development and study skills. As part of this effort, revise the study skills workshop to improve its effectiveness.
- Explore enrichment opportunities to enhance support for gifted students.
- Continue efforts to help students understand their progress, set achievable goals, and build confidence.
- Continue recognizing student achievements and expand recognition categories, including 'Most Improved' and 'Good Attitude,' to encourage and motivate a wider range of learners.
- Explore and collaborate with suitable service providers and organizations to offer training and learning activities for students.
- Continue the cross-subject curriculum led by the National Education Committee in S.1 and S.2, and extend it to S.3.
- Continue promoting cross-subject collaboration and explore more interdisciplinary themes to enrich learning experiences.
- Continue promoting national education and values education across all levels.
- Review and revise existing strategies and adopt new approaches to more effectively foster a reading culture among students. These include revising reading lesson content and activities, redesigning reading tasks, enhancing reading corners to increase usage, and exploring platforms for student sharing on reading experiences.

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

Major Concern 2: To establish a healthy life for students and promote a harmonious school atmosphere

Achievements

1. Fostering Students' Spiritual Health, Positive Values and Sense of Purpose

The school provided students with diverse opportunities to develop positive values, enhance self-understanding and strengthen life planning through a whole-school approach. Programmes including S.1 Orientation Camp, Peer Counselling Scheme (PCS), Gospel Week, Caring Week, life-and-death education activities, workplace visits, leadership training workshops, service-learning activities and form-based life planning programmes were successfully implemented by different committees or departments.

Service-learning remained an important component of students' whole-person development. S.1 students participated in elderly home visits during OLE Week, while PCS and PSG members provided peer support and mental health promotion activities within the school. Little Shepherds, prefects, student leaders and various ambassadors actively served schoolmates through morning prayers, leadership programmes, school functions, environmental campaigns and community service projects. Environmental ambassadors also participated in tree planting, green consumption promotion and the Campus Decarbonisation Ambassador Programme. These authentic service experiences enhanced students' empathy, responsibility, resilience, leadership skills and sense of belonging, while fostering a caring and harmonious school culture.

Career and life planning programmes were systematically provided from S.1 to S.6 by Careers and Counselling Committee. Student satisfaction for major programmes generally ranged from 80% to over 90%, while all S.6 students received at least two individual career consultations. More than 90% of S.5 students indicated that life planning activities enhanced their self-understanding and awareness of future pathways.

APASO results showed notable improvement in students' sense of life meaning, with the Q-value increasing from **97 to 112**. School satisfaction also increased from **104 to 108**, while moral awareness improved from **105 to 115** and honesty from **104 to 110**, indicating enhanced positive values and personal development among students.

2. Improving Students' Emotional and Psychological Well-being

The school adopted a whole-school approach to promote students' emotional and psychological well-being through preventive, developmental and supportive measures. Various programmes, including Caring Week, Peer Student Gatekeeper (PSG) Programme, Peer Counselling Scheme (PCS), Soothing Zone activities, Ming Kei Family gatherings, Blessing Events, resilience-building activities and counselling services, were implemented to enhance students' resilience, emotional awareness and interpersonal skills. Students were provided with opportunities to receive support from peers, teachers, social workers and external professionals, fostering a caring and supportive school environment.

The PSG members actively promoted positive mental health through school-based activities, lunchtime booths and morning assembly sharing. Caring Week, organised by the Integrated Education Committee with the theme "Embrace Your Uniqueness", enhanced students' understanding of inclusion and appreciation of individual strengths. More than 80% of participating students agreed that the sharing by the visually impaired singer inspired them and reinforced the caring culture within the school.

The school also provided targeted support for students with diverse needs through Individualised Education Planning Conferences (IEPCs), social skills training groups, emotional regulation training, expressive arts therapy, executive functioning training and speech therapy services. According to teachers' observations and professional reports, most participating students demonstrated positive progress in emotional regulation, communication skills, study skills and overall personal development. Parents were highly satisfied with the support provided, with 100% agreeing that the strategies adopted were effective in supporting students' growth.

These efforts were reflected in the APASO results. The Q-value for "No Negative Emotions" increased significantly from 103 to 116, while "No Anxiety and Depression Symptoms" improved from 85 to 93. School satisfaction also improved from 104 to 108, suggesting that students generally maintained a healthier emotional state and more positive school experience.

The effectiveness of the school's support system was also reflected in the Stakeholder Survey. Students' perception of Support for Student Development increased from 3.4 to 3.6 over the past two years, while parents' rating further increased to 4.0. Students' perception that the school is a caring place also increased from 3.6 to 3.7.

3. Promoting Physical Health Development

The school continued to promote healthy lifestyles through sports team training, inter-school competitions, physical activities and health-related educational programmes. Stress-management techniques, including Imagery Relaxation and Progressive Muscle Relaxation, were introduced to students at the beginning of the school year.

Student participation in sports remained active. Over one-third of the student population represented the school in regional sports competitions, while the school ranked 49th among more than 200 co-educational secondary schools in the HKSSF Hong Kong Island and Kowloon Regional Inter-school Competitions.

The Stakeholder Survey showed a gradual improvement in students' perception of practising a healthy lifestyle, increasing from 3.4 to 3.5.

4. Enhancing School Atmosphere and Sense of Belonging

Students actively participated in a wide range of school activities, competitions, leadership programmes and performances organised by different committees and student organisations. The MKC Award Scheme recognised students' achievements and promoted holistic development, with two students attaining the Gold Award and an increase in the overall number of awardees. Students also achieved notable accomplishments in music development, including the Honors Gold Award in the Hong Kong International Handbell Olympics and multiple awards in the Hong Kong Schools Music Festival. These experiences strengthened students' confidence, talents, sense of belonging and commitment to the school community.

To promote environmental responsibility and strengthen students' commitment to sustainable development, the school organised a variety of environmental education programmes, including school cleanliness promotion, green consumption education, tree planting activities and the Campus Decarbonisation Ambassador Programme. Students also attended a sharing session by Mr Lam Chiu-ying on environmental protection and sustainable living. The activities were well received, with over 84% of participants rating the sharing positively and over 75% indicating their willingness to take environmental action. The school's efforts were recognised through the

award of the Gold Prize in the Campus Decarbonisation Ambassador Programme organised by the Hong Kong Federation of Youth Groups, demonstrating students' active participation and achievements in environmental protection.

Students were actively engaged in a wide range of activities organised by the Student Association, Houses, Prefect Team, ECAC, Religious Committee and various student leadership groups. Activities such as Talent Show, House Competitions, Gospel Week, Caring Week, Blessing Events, inter-class competitions, leadership camps and service programmes promoted school connectedness and student participation.

APASO results showed improvement in students' sense of belonging, with the Q-value increasing from **97 to 106**, while the "Not Feeling Lonely" indicator improved from **96 to 100**.

Stakeholder Survey findings also indicated positive developments in school climate. Teachers' rating of School Climate increased from **4.1 to 4.2**, students' rating increased from **3.6 to 3.7**, and parents maintained a high rating of **4.2**. Students' ratings on "I like my school" and "The school is a caring place" also rose to **3.6** and **3.7** respectively.

The school's positive and orderly environment was further supported by anti-bullying programmes, drug education talks, sex education programmes, and positive behaviour reinforcement schemes such as Committed Mingkei’ers and Stars of the Month. The Discipline Committee reported a reduction in bullying cases during the year.

Reflection

- **Strengths**

  The diverse range of service-learning opportunities provided meaningful contexts for students to develop positive values and contribute to the school and wider community. Further opportunities may be explored to strengthen student ownership and increase student-led planning and implementation of service activities.

  Student leadership and service opportunities were successfully promoted through prefect training, student leadership programmes, Peer Counselling Scheme, Peer Student Gatekeepers, Houses and Student Association activities. Further opportunities may be provided for students to take a more active role in planning and leading activities to strengthen ownership and initiative.

  The coordinated efforts of different committees enabled the school to provide comprehensive support for students' spiritual, emotional, physical and social development. Positive developments in APASO indicators, particularly in Meaning in Life (+15 Q-value), No Negative Emotions (+13 Q-value), School Satisfaction (+4 Q-value) and School Belonging (+9 Q-value), suggest that the major concern has achieved encouraging outcomes.

  The positive trend is further supported by Stakeholder Survey findings, where students, parents and teachers all reported favourable perceptions of Student Support and School Climate. The implementation of PCS, PSG, Caring Week, Gospel Week, life planning education programmes and diversified OLE activities successfully fostered a caring school culture and strengthened students' sense of belonging.

- **Areas for Improvement**

  Despite students' active participation in sports activities and school teams, the APASO indicator on Physical Exercise remained unchanged at a Q-value of 85, suggesting that further effort is needed to encourage regular exercise and healthy lifestyle habits among students, particularly those who are less active.

  While students benefited from a wide range of life planning, leadership and personal growth programmes, some activities experienced participation challenges due to supplementary lessons clashes, tutorial commitments and competing co-curricular engagements. Continued efforts and further liaison among different departments are desired to optimise programme arrangements and enhance student involvement.

Feedback and Follow-up

(i) Student leadership and service opportunities were successfully promoted through prefect training, student leadership programmes, Peer Counselling Scheme, Peer Student Gatekeepers, Houses and Student Association activities. Further opportunities may be provided for students to take a more active role in planning and leading activities to strengthen ownership and initiative.

(ii) Though the alumni mentorship programme was not successfully launched due to insufficient enrolment, there was still meaningful mentoring support provided through the school-based mentorship arrangement. Through face-to-face counselling and goal-setting discussions with Careers teachers, 29 S.5 students received personalised guidance on further studies and career planning.

(iii) The school will further encourage students to establish healthy lifestyles by providing diversified and emerging sports, recreational and wellness activities such as Dodgebee and Kin-Ball, while paying greater attention to students with lower levels of physical activity.

(iv) To further enhance students' emotional and psychological well-being, cross-committee collaboration will be strengthened in promoting mental health, peer support and student support services, with a view to fostering resilience, positive relationships and a caring, harmonious school atmosphere.

(v) As the coming academic year marks the 60th Anniversary of CCC Ming Kei College, a series of large-scale celebration activities will be organised. Students will be provided with abundant opportunities to demonstrate their talents on stage, serve in major school ceremonies, participate in performances, take up leadership roles and contribute to the planning and operation of Open Day and anniversary events. These authentic learning experiences are expected to further enhance students' confidence, sense of belonging, leadership skills and commitment to the school.

(vi) Due to the 60th Anniversary celebrations, the regular OLE Week will be suspended in the coming school year. Nevertheless, students will continue to participate in diverse learning experiences through anniversary activities, leadership programmes, service opportunities, career-related experiences, co-curricular activities and other life-wide learning engagements to support their whole-person development.

(vii) To enhance participation and learning effectiveness, it is suggested that the school should explore integrating selected leadership training programmes and non-academic learning experiences into regular timetable hours, thereby reducing scheduling conflicts and enabling more students to benefit from diversified developmental opportunities.

3. Other Concerns and Actions 2025 - 2026

3.1 Evangelistic Work

a. The CCC Kei To Mongkok Church (KTMK Church) has been working closely with the school on evangelistic work since 1997. This school year, the KTMK Church sent Ms. Cindy Leung and Mr. Ning Tin On in their roles as Members of the Religious Committee. The KTMK Church team helped the school to teach Religious Education, and to organise and promote various religious activities for students. This fulfilled both the aim and the spirit of church-school cooperation.

b. Activities in 2025-26

- Different teachers and students were invited to lead prayer sessions every morning throughout the year.
- Throughout the year, the Little Shepherds were trained to pray for other students and preach the Gospel to them after school.
- Throughout the year, 10 “Ming Kei Family” fellowship meetings were held, with an average attendance of 20 students. Additionally, 4 busking shows and 2 prayer meetings were organised.
- From 17 to 21 November 2025, the Gospel Week was held. The programme included a busking performance, game booths, a "Sweet Candy" booth, and an evangelistic meeting. Amazing Grace Worship (基恩敬拜) was invited to lead worship, share testimonies, and preach the Gospel. 21 students expressed their desire to accept Jesus as their Saviour, and 9 students indicated their interest in joining the spiritual training programme for new believers (初信栽培). KTMK Church organized the follow-up activities and discipleship training.
- On 12 February 2026, the Graduation Assembly for S.6 students was held. The event featured sharing by two alumni, an encouraging speech by the Principal, and short films produced by the S.6 students themselves. The graduating students participated enthusiastically and enjoyed the occasion as they celebrated this important milestone in their school life.
- From 23-25 February 2026, the S.1 Gospel Camp was held at the YMCA Wu Kwai Sha Youth Village. 24 S.1 students participated in the camp, supported by two S.2 and S.3 students and two alumni who served as group leaders and helpers. 4 students expressed their wish to accept Jesus as their Saviour, and 7 students wanted to join the spiritual training for beginners (初信栽培). KTMK Church organized the follow-up activities and discipleship training.
- S.1 Religious Education lessons are currently conducted in small groups. In addition to lessons led by the KTMK Church team, 7 volunteers assist in facilitating discussions on the lesson content. This arrangement enables students to participate more actively, deepen their understanding of Christian teachings, and receive spiritual guidance from group leaders, helping them learn about the gospel and connect with the church. Sponsored by the KTMK Church, the Scholarship titled “Christ’s Ambassador”（基旺堂基督大使獎學金）was awarded to 12 students.
- The Parent Group was held six times during this school year, with a total of 10 parents participating.

3.2 Integrated Education and Multiple Intelligence Education

<a> The Formation of the Integrated Education Committee

The Integrated Education Committee (IEC) was formed in September 2003 to oversee all matters pertaining to the implementation and promotion of Integrated Education (IE) in the school. Its function is to help the students with special educational needs (SEN) to solve problems and/or handle difficulties in their everyday school life, especially in the social, behavioural and learning aspects. Special Educational Needs Coordinator (SENCO) and Special Educational Needs Support Teacher (SENST) were assigned in 2019/2020 to lead the IE Committee in planning, coordinating and implementing the Whole School Approach to IE in order to further cultivate an inclusive school culture and enhance the effectiveness of the support given to students with SEN.

<b> Case Conference with Paramedics

In August 2025, before the beginning of this academic year, the IEC had a discussion with the resource teachers of Ebenezer School and the SEN Coordinators of primary schools about certain SEN students. Those teachers gave the IEC members essential information as to the handling of those cases and made a number of valuable suggestions for the school.

<c> Integrated Education Ambassadors

The IEC recruited 18 IE ambassadors (IEA) to assist the SEN students in adapting to school life. They are primarily concerned with the promotion of a caring school culture. This year they assisted the committee in organizing parent-child activities during Parent's Day and helped organize activities that aimed to raise awareness of the challenges faced by people with different needs. Students engaged in lectures, displays, and booth games that promoted acceptance and support.

<d> School-based Training Sessions for Teachers

The IEC organised school-based training sessions on Integrated Education for teachers who were directly involved in the teaching of the SEN students in early August 2025. The special educational needs of each student and the related pedagogy were made known to the teachers. Most teachers found the suggestions made by the IEC practical.

<e> Individual Education Planning Conferences

The IEC held 10 Individual Education Planning Conferences for 6 SEN students in the last academic year to review their academic progress, reduce their examination pressure and improve their social skills at school. Ideas were fruitfully exchanged between the participants of the conferences.

<f> Special Examination Arrangements

Examination time was extended for the visually-impaired students, attention deficit students, autistic students, students with special learning difficulties, and students with metal health problems. For the students with hearing impairment, their marks in the listening and speaking papers were adjusted so as to encourage them to take the examinations.

<g> Caring Week

Caring Week was held from March 23 to March 27. An array of activities was organized by the IEC, including a song dedication activity, a disabilities quiz booth, experiential activities, and sharing by Wong Ming Yan, a visually impaired singer. Through these activities, students not only learned about the barriers faced by others but also experienced their challenges, fostering empathy and promoting a caring culture at school.

<h> Stress relief activities for students

The committee collaborated with the school social workers to provide students with various activities to distress on different days, including board games, handicraft making, darts etc. The Salvation Army the Playground Association, PS33 and chill lab were also invited to promote their activities at our school. All students were welcome to participate. The activities were very popular among students. Through participating in different activities, it was hoped that students could relieve their academic pressure.

<i> Gifted Education

The committee compiled a list of high-ability students and recommended that 50 students take part in some gifted education courses outside school. 14 nominated students were admitted to the Hong Kong Academy for the Gifted Education this year. Additionally, 30 student leaders from different committees participated in a whole day programme in December, which helped to equip them with the right mindset (attitudes) & skillset (skills), so that they could capitalize on the valuable experience of being a student leader in their secondary school life.

3.3 Discipline, Guidance and Careers Counselling

A "whole school approach" has been adopted in terms of both guidance and discipline in the school.

a. *Discipline* :

The following activities were organised by the Discipline Committee in addition to the routine duties of handling matters in relation to the behavioural problems of students:

1. Discipline guidelines and school rules were devised, and then explained to parents during the S.1 Orientation Talk in July 2025.
2. A talk concerning the school rules and uniform guidelines for S.1 students was held by the Discipline Committee in August 2025.
3. A talk concerning the school rules and regulations was held by the Discipline Committee on 1 September 2025.
4. Junior form and senior form monitor meetings were held on 1 & 2 September 2025 respectively.
5. The Head Prefects' Election was held on 12 September 2025.
6. Two fire drills were conducted on 5 November 2025 and 2 June 2026 respectively.
7. The Courtesy Bookmark Design Competition was held in December 2025. 3.C Chan Yan and Ng Wing Yi won the championship of this competition.
8. The Commitment Vertical Video Competition was held in May 2026. 1E, 3D and 4B won the competition.
9. The prefects social gathering was held on 28 February 2026 at the BBQ Party in Kam Tin.
10. A police talk to S.1 students was held on 3 October 2025 concerning bullying and internet crimes.
11. A police talk to S.3 and S.4 students was held on 16 December 2025 concerning the sex offences and internet crimes.
12. A police talk to the whole school was held on 4 December 2025 concerning the harm of drugs and the wise use of the Internet.
13. A police talk to S.2B students was held on 25 April 2026 concerning the sexual harassment.
14. A police talk to whole school was held on 1 June 2026 concerning the adverse effect of the football gambling.
15. The Interactive Kiosk was provided by the HK Police for students to answer questions related to the National Security Education during 10-14 November 2025.
16. 30 prefects visited the Safe Community Hub (ICTU) on 14 April 2026.
17. The S.3 Cadet Prefects Programme was held from April to May 2026. About 30 S.3 students were elected and participated in prefect training.
18. The prefect election was held on 19 May 2026, and a total of 72 school prefects were selected to serve the school the next school year.
19. Head Boy, 5B Lau Chun Lok, was awarded the Yau Tsim Mong Outstanding Student Election this year.
20. Head Girl 5C Ng Wing Hei participated in the Outstanding Student Leaders Selection organised by Arte.
21. Deputy Head Boy, 5B Fung Yat Kiu and Deputy Head Girl, 5A Wong Wing Tung Hilary were awarded the Community Service Award organised by the Kiwanis International.

22. A 2-day Prefects Training Programme was held on 3 and 4 July 2026 at HKAYP Jockey Club Duke of Edinburgh Training Camp.
23. The Prefect Manual was revised by the Prefect Team and it is used as a guideline for prefects in performing their duties.
24. About 435 Letters of Commendation were sent to S.1-S.6 students together with their Academic Reports on Parents' Day to commend students' good behaviour.
25. A 'Certificate of Good Attendance and Good Behaviour' was created to encourage students to have good attendance and to obey school rules throughout the year. About 391 such certificates were awarded to S.1-S.6 students this year.
26. A 'Certificate of Good Conduct' was created to commend students with good conduct (A- or above) and no other misbehaviour records. About 154 such certificates were awarded to S.1 to S.6 students this year.
27. 4 S.6 students were awarded the 'Certificates of Excellent Conduct' this year.
28. The 'Stars of the Month' award scheme is adopted to commend students under the categories of 'Courtesy', 'Commitment', 'Diligence', 'Vitality' and 'Outstanding Service'. One male student and one female student from each class were awarded in October 2025, November 2025, February 2026, March 2026 and May 2025 respectively.
29. The award scheme 'Committed Mingkei'er' is implemented to praise students directly when they show good behavior / good academic performance / good service. This scheme also provided an opportunity for students to redress any minor misbehaviour. With 10 stickers collected, students can have one late record or one Little Yellow Paper record cancelled, or they can redeem them for a gift from the Discipline Committee. By the end of the academic year, students with 20 stickers or more and without any disciplinary records were given a merit in their academic report. 133 merits were given this year.

b. Guidance:
The Guidance & Personal Growth Committee provided regular personal counselling services for S.1-6 students of this school year. Apart from this, the Committee implemented a series of programmes to cater for the needs of students, including the following:

(1) The S.1 Orientation Camp

A three-day, two-night S.1 Camp was held at Wu Kwai Sha Youth Village from 17 to 19 Sep 2025. S.1 students were given an opportunity to learn to get along with each other through various activities in the camp. Feedback on the camp was, on the whole, positive. Students were invited to complete an online survey to share their views before and after the camp. In general, students had positive feedback as they thought the S.1 camp helped them know more about their teachers and classmates. Also, their sense of belonging to the school was strengthened.

(2) Peer Counselling Schemes

- S.4 Peer Counselling Scheme
  This project was implemented in collaboration with the Tung Wai Group of Hospitals Jockey Club Tai Kok Tsui Integrated Services Centre and the CCC Kei To Mongkok Church. There were a total of twenty-four students selected as peer counsellors to take care of S.1 freshmen and assist them in matters

related to their academic studies and social life. Some of the S.4 PCS members were active and responsible. For instance, they conducted regular class visits during recess and showed care for the S.1 students.

- S.5 Peer Counselling Scheme
  Nine students joined the scheme. They displayed good teamwork because they all came from the S.4 PCS scheme in the previous year and knew each other well. They helped to train the S.4 PCS as they had a good relationship with them. The overall performance of the S.5 PCS showed that they were responsible. All Peer Counsellors agreed that this scheme could help them develop their empathic and leadership skills.

(3) The Visit to the Elderly Care Home programme

- The programme was kick-started with a briefing and training session in late January and was successfully completed on 19 May 2026. Twelve groups were formed according to their classes. They needed to devise games to play with the elderly during the visit on 10 March. Students showed their respect and care for the elderly.

(4) Peer Student Gatekeeper Scheme (PSG)

- There were twenty PSG members who helped organise a number of activities throughout the year in order to help promote mental health among students in school. Those PSG members participated in the 'Peer Power Student Gatekeeper Training Programme' this year. They were required to join a few training workshops and conduct activities in school based on what they learnt in the programme.
- In this school year, various activities included morning assembly sharing and lunch-time booth settings were held to raise awareness of mental health in school.

(5) Class Management

- The major foci of classroom management included (1) fostering the relationship and understanding between teachers and students and (2) increasing the cohesion of each class. These could be achieved through different activities such as interviews with students, holding birthday parties, etc.

c. Careers:

The Careers Counselling Committee organised a wide range of talks, workshops, visits, counselling programmes, and life planning activities throughout the academic year to support students in developing self-understanding, further studies planning, and career aspirations. Key initiatives included:

1. Careers & Life Planning Education
   - Life Planning Education Programmes (S.1–S.6)
     A series of life planning activities, talks, workshops, video viewings and reflection exercises were conducted across all forms to strengthen students' self-understanding, goal-setting skills, learning motivation and future planning.
   - Life Planning Videos and Reflection Activities
     Students viewed life planning videos featuring different occupations and role

models, followed by worksheets and reflective activities to deepen their understanding of careers and personal development.

- Goal-setting and Self-management Training
  Programmes on learning motivation, Atomic Habits, Seven Habits, and personal growth were organised to cultivate positive attitudes and effective self-management skills.

2. Subject Selection & Academic Pathway Guidance

- S.3 Career Planning Talks
  Talks delivered by elective subject panel heads and senior students helped S.3 students understand senior secondary subject choices and their implications for future studies and careers.
- S.3 Parents' Seminar
  A seminar was organised for students and parents to explain streaming arrangements, elective subject selection and future academic pathways.
- Career Fun Exploration Day
  Through Holland Code activities and experiential learning games, students explored their interests, strengths and suitable career pathways.

3. HKDSE, JUPAS & Further Studies Support
   - JUPAS Operation Talk and Counselling
     S.6 students received systematic guidance on JUPAS admissions procedures, course selection strategies and programme requirements. Individual consultations were arranged to help students formulate appropriate choices.

   - JUPAS & Careers Day
     JUPAS & Careers Day provided students with valuable information on university programmes, admission requirements, study pathways and careers. Alumni also shared examination preparation strategies and university experiences.

   - Self-Account and Interview Skills Workshops
     Workshops were conducted to strengthen students' personal statement writing, interview techniques and communication skills in preparation for university admissions. Additional training sessions were arranged through collaboration with teachers, school social workers and speech therapists.

   - E-APP and Multiple Pathways Talks
     Students were introduced to E-APP applications, AD/HD programmes, tertiary education opportunities and multiple pathways after secondary education.

   - HKDSE Results Release Support
     A seminar for students and parents was organized before results release. On HKDSE Results Release Day and thereafter, careers teachers and alumni

provided personalized counselling and advice on JUPAS modification and alternative pathways.

4. Mentorship & Alumni Engagement

   - Alumni Sharing Sessions
     Alumni were invited to share their university experiences, career journeys, study strategies and workplace insights with students across different forms.

   - Mentorship Promotion
     Careers teachers provided mentoring and counselling support to students, helping them set academic and career goals and formulate plans for future development.

5. Experiential Learning & Career Exploration

   - Workplace Visits
     During OLE Week, students visited a Coffee Training Centre, a Pet Grooming Studio and a Chinese Medicine Clinic to gain first-hand exposure to different industries and professions.

   - Corporate Visits and Career-related Activities
     Through workplace visits and other career-related learning experiences, students broadened their horizons and deepened their understanding of workplace environments and career requirements.

   - Special Interest Workshops
     Activities such as the Personality Dimensions Workshop and the Mediation Workshop organized by the Home and Youth Affairs Bureau enhanced students' self-awareness, interpersonal skills and understanding of emerging professions.

6. Individual Support
   - Personalized Careers Guidance and Counselling
     Careers teachers provided one-on-one counselling to students across different forms regarding subject choices, elective withdrawal decisions, career aspirations, tertiary pathways and goal setting.

   - CII Assessment and Interpretation
     Students completed career interest assessments to explore their strengths, interests and potential career directions, enabling more informed planning for future studies and careers.

7. Information Dissemination & Resources

   - Careers Information Distribution
     Updated information regarding tertiary education, scholarships, careers and further studies opportunities was disseminated through WhatsApp groups,

Google Classroom, eClass, school notices, the careers webpage, careers boards and the library careers corner.

- Playground Assembly Sharing
  Career Prefects regularly shared career-related information and interesting facts during assemblies to enhance school-wide awareness of life planning.

8. Cross-curricular and External Collaboration
   The committee collaborated with the English Department on Self-Account writing, the Mathematics Department on data analysis activities, school social workers on personality and interview skills workshops, the speech therapist on interview training, the Alumni Association on sharing sessions, and external organizations such as the Home and Youth Affairs Bureau and the EDB Business-School Partnership Programme to enrich students' career and life planning experiences.

3.4 Language Skills – Biliteracy and Trilingualism

a. English Language

Measures have been devised and implemented to enhance the acquisition of the English Language by students. The effectiveness of the measures has been evaluated as follows:

1. Tailoring the Curriculum to Cater for Learner Diversities
   - Students from S.1-S.6 were streamed according to their levels of English. The curriculum was tailored to address the needs of different classes. Diversified teaching methods were employed to foster students' enthusiasm for learning and improve learning outcomes.
   - A pull-out programme which served as a remedial measure to strengthen students' skills for tackling Paper 3 listening and integrated tasks was implemented in S.5. 8 to 10 students were chosen from each class to have lessons in which remedial tasks were designed. Students generally showed improvement in their performance in Paper 3. They were also able to apply the appropriate strategies to complete the final assessments.
   - Graded teaching schedules and learning materials including S.1-S.2 vocabulary lists and S.1 pre-reading tasks were designed to address the needs of both less proficient and more able students.
   - 10 to 15% of challenging questions were included in the school assessment papers to stretch the potential of the more able students.

2. Providing an English-rich Environment
   - English is used for communication on the school campus. For instance, the morning assembly is conducted in English; school announcements are made in English and posters and signs are written in English.
   - A part of the poster board in the classroom was designated as the English Corner in which inspirational quotes were displayed on the notice board to foster a positive and language-rich learning environment.
   - The bi-weekly held Monday English Activity Days were designed with board games, game booths on various topics and Scrabble sessions during lunchtime. They served as a fun and regular platform for students to practise their conversational English.
   - The English Week was held between 9th and 13th February 2026. The theme was International Food Culture. Students actively immersed themselves in a dynamic lineup of level-specific activities, including a game quiz, an international food carnival, a hands-on chocolate workshop, interactive game booths, a vlog competition, and the popular Murphy's Café. The week saw enthusiastic participation across all forms as students expanded their vocabulary and cultural awareness through fun and experiential learning.
   - 26 students joined the 77th Hong Kong Schools Speech Festival in the category of English Solo Verse Speaking. One of them won second place in the S.3 Girls Solo Verse. 25 of the participants were awarded the Certificate of Merit.

3. Organising English Programmes for Students of Different Needs
   - Supplementary support in the form of small group consultations for low and high ability students was held for S.5 and S.6 students during the self-study periods. The measure aimed at further equipping them with skills to perform well in the HKDSE.
   - Targeted supplementary lessons were organized for S.5 and S.6 students, grouped according to their specific learning needs. These tailored sessions focused on honing examination strategies and maximizing students'

performance in the HKDSE examinations.

- S.5 and S.6 students were arranged in different target groups to attend supplementary lessons with the aim of sharpening their examination skills and enhancing their HKDSE results.
- Held from August 18th to 25th, 2026, the English sessions of the Pre-S.1 Bridging Programme were successfully conducted with the support of 5 alumni tutors. The initiative aimed to help the students become familiar with the school environment and the use of classroom language.
- Based on the results of the Attainment Test of the pre-S.1 students, students with a weaker language foundation were identified. An English Enhancement Class was held between 18th and 28th August 2026. The areas of focus included reading skills, vocabulary building and consolidation of basic grammar items.
- To stretch the potential of the more capable students, 9 students from S.1 to S.3 participated in debate training and competitions. They honed their analytical and public speaking skills and built greater confidence. The team won the Champion title in the Hong Kong Secondary School Debate Competition 2026.
- S.1 and S.2 Supplementary English Classes were conducted throughout the academic year to provide targeted support for students needing additional language support. The programme maintained strong attendance, and participating students demonstrated progress and improved performance in their final assessments.
- Interactive English workshops were designed for the high-achieving S.1 group to deepen their cultural literacy and critical thinking. Through discussions and thematic presentations, students actively engaged with broader global issues, refining their public speaking and communication skills.

b. Putonghua

Students were encouraged to use Putonghua extensively. Excerpts from the National Putonghua Proficiency Test (PSC) were incorporated into the curriculum at all grade levels to enrich students' vocabulary and sharpen their oral reading skills.

c. Chinese Language

- A module based teaching approach was adopted to nurture students' reading, writing, listening and speaking competencies. Interactive pedagogies were implemented, with tools such as Kahoot and Padlet leveraged to facilitate teaching and learning. Where necessary, e learning activities, including Zoom lessons, e books and Google Classroom were rolled out. Students were encouraged to make good use of AI tools such as Doubao and DeepSeek to enhance their Chinese language proficiency.
- The Extensive Reading Scheme was integrated into the Chinese Language curriculum for S.1 to S.5, and students were actively motivated to pursue wide ranging reading.
- AI powered marking systems were utilised to foster students' self directed learning.
- Post mock examination tutorial classes and assessments were arranged to provide additional practice, equipping S.6 students with the examination skills required for the Hong Kong Diploma of Secondary Education (HKDSE).

3.5 Reading to Learn

a. Getting Students to Read– IT Workshop

At the beginning of the first term, S.1 students were taught how to access library materials and search for information on the Internet during computer literacy lessons. They were provided with login names and passwords for both the MKC library online system and the Hyread eBook account, enabling them to search, reserve, and renew library materials through the online platforms.

b. Reading Programmes - Collaboration with Reading Promotion Committee

(1) Objectives

To promote *Reading across the Curriculum*, the RPC organized purposeful cross-disciplinary extensive reading lessons and activities. These were designed to connect students' learning experiences, broaden their general knowledge, and help them build an interdisciplinary knowledge network while developing macro-thinking.

(2) Overall Arrangement of Reading Lessons

A "cross-disciplinary extensive reading lesson" was arranged for all students from S.1 to S.5. S.1 and S.2 had two reading lessons per cycle, while S.3 to S.5 had one reading lesson per cycle.

The reading materials incorporated elements from STREAM and value education. They were carefully selected by subject teachers to integrate relevant concepts and topics, offering a cross-disciplinary approach to reading education.

(3) Theme-based Reading Lessons in Junior Forms (S.1-S.3)

Theme-based reading lessons were fully implemented in junior forms. This approach enabled students to build an interdisciplinary knowledge network and develop macro- thinking through exposure to a range of topics.

All junior students were required to complete redesigned worksheets (Individual Learning Profile), which now combine reflective writing with personal connections and creative book-sharing tasks. This balanced approach helped students develop knowledge and critical thinking while encouraging greater engagement through diverse forms of expression.

For S.2 students, group research projects were introduced to enhance knowledge transferability. In completing their projects, students accessed library resources and cited books and references in their reports, thereby improving their awareness of effective resource utilisation.

(4) Cross-disciplinary Reading Lessons in Senior Forms (S.4-S.5)

In the senior forms, reading teachers used a blended approach, including the use of videos alongside reading materials. After reading the articles and watching the videos, students engaged in discussions with classmates and wrote comments to share on Google Classroom. Both in-class and online discussions effectively reinforced students' understanding and application of knowledge, optimizing the overall learning experience.

c. Other Reading-related Activities

i. New Book Promotion

The library regularly organized book displays on different themes. About 45 new and thematic books were displayed each month to encourage students to read.

ii. Reading Award Scheme Programme

A whole-school approach to reading was adopted. For Chinese and English, students were required to complete at least four short book reports and one long book report. Over 98% of students submitted their reports, which were assigned by the Chinese and English subject teachers. By combining the results of book reports and the Learning Profile of reading lessons, 48 junior form students received prizes for good or excellent performance at the end of the school term.

iii. Book Fair and Talk

Three theme-based book exhibitions were held, focusing on "Sustainable Architecture Book Fair" (永續建築), "Hong Kong Essayists Book Fair" (香港散文作家書展) and "Loving the Country and Hong Kong, Reading Together to Understand National Conditions" (愛國愛港 共讀國情). These exhibitions motivated students to explore books on a wide range of topics. Both teachers and students expressed satisfaction with the displays and activities organized in the library.

iv. Google classroom – Reading materials

To provide students with the latest reading resources, the library created a "Reading Materials" topic in the Non-academic Student Support Google Classroom for S.1–S.5, promoting online reading.

v. Awards / Competitions

- *Outstanding Reading Award*: To foster a strong reading culture, the Outstanding Reading Award was given to students with excellent reading records. Ten students were presented with book coupons and certificates at the end of the second term.
- *Student Librarian Service Award*: The Student Librarian Award Scheme required students to volunteer in the library during morning or lunchtime breaks. Student librarians engaged in a wide range of duties, from issuing and returning resources, shelving items, and processing new books to preparing displays and assisting peers.
- 41 student librarians received prizes for good or excellent performance at the end of the school term.

3.6 Information Technology for Interactive Learning

a. The school continues to promote the integration of Information Technology (IT) in teaching and learning under the guidance and leadership of the Information Technology Committee (ITC). The committee formulates development strategies, oversees infrastructure upgrades, and implements initiatives to strengthen interactive learning, digital literacy, and innovative teaching practices.

b. Significant progress was made in enhancing the school's IT infrastructure and learning environment during the 2025-2026 academic year. The school successfully completed the Hall LED Wall Project and installed a professional-grade Hall Live Streaming System equipped with three auto-tracking cameras, greatly enhancing event presentation and live broadcasting capabilities. The LED Wall serves as a dynamic backdrop for major school events and provides new opportunities for showcasing student achievements and productions.

c. The Quality Education Fund (QEF) Smartboard Project progressed successfully from project approval and tender evaluation to the installation of 25 smartboard systems integrated with magnetic chalkboards in standard classrooms. The project has significantly enhanced classroom interactivity and provided teachers with more opportunities to adopt innovative pedagogical approaches.

d. The school continues to utilize a wide range of web-based learning management systems and digital platforms, including Google Workspace for Education, Microsoft Office 365, eClass, HKedCity, Star Platform, and Online Question Bank (OQB), to support student learning and administrative efficiency. These platforms facilitate communication, assessment, resource sharing, self-directed learning, and data-informed teaching.

e. Bring Your Own Device (BYOD) initiatives continued across S.1-S.6. Through the QEF e-Learning Funding Programme, iPads were successfully distributed to eligible S.1, S.2 and S.3 students. Teachers further integrated e-learning methodologies into their lessons through the use of educational applications and digital learning platforms, promoting greater student engagement and active participation.

f. The school actively promoted the responsible and effective integration of Artificial Intelligence (AI) into teaching and learning. AI-assisted platforms, including POE, Gamma Pro, Canva Pro, Ideogram Pro, Lambda Math, PENSO and Lingo Task, were introduced and utilized across different subjects to support personalized learning, writing feedback, speaking development, creativity, reflection, and self-directed learning.

g. To ensure the ethical use of emerging technologies, the ITC collaborated with the STREAM Education Committee to implement a Mandatory AI Ethics Quiz for all teaching staff. AI educational workshops and training programmes were also organized to strengthen teachers' understanding of responsible AI usage, data privacy, cybersecurity, and effective classroom implementation.

h. The school continued to strengthen digital citizenship and cybersecurity awareness among students through educational programmes and collaboration with the Discipline Committee. Activities included talks on internet safety, AI-related online traps, copyright awareness and ethical technology use. Student feedback indicated that these programmes effectively enhanced awareness of responsible AI use, personal data protection and online safety. A parent-child workshop, “Co-learn, Co-smart: AI as a Learning Companion for Your Family,” was also organized to promote responsible AI use and home-school collaboration.

i. The school website and digital signage systems were regularly updated to showcase student achievements, school events, and important announcements. These platforms continue to serve as important communication channels connecting students, parents, staff, alumni, and the wider community.

j. The school continued to empower students through the MIT Prefect and AV Prefect programmes. Students from S.1 to S.6 received structured training in photography, multimedia production, event coverage, live-streaming operations, LED wall management, audio-visual systems, and technical support. They actively contributed to major school functions, assemblies, ceremonies, competitions, Sports Day, and the school's 60th Anniversary celebrations, demonstrating responsibility, leadership, and teamwork.

k. To enhance learning experiences both inside and outside classrooms, Room 201 was upgraded with 35 new computers to support the implementation of AI-related curriculum and digital learning activities. Fifteen new 11th-generation iPads were also deployed to replace ageing teacher devices, ensuring that teachers had access to up-to-date technology for teaching and learning. A one-stop technical issue reporting system was introduced to improve support efficiency and maintain high service standards.

l. Throughout the year, the ITC maintained and enhanced the reliability of the school's IT facilities through equipment upgrades, regular maintenance, inventory management, classroom technology replacement programmes, and system health checks. These efforts ensured a stable and effective technological environment that supports the school's continuous development of interactive learning and digital education.

3.7 Values Education Committee

This year, a variety of values education programmes were organised to enrich students' learning experiences and cultivate positive values, national identity, social responsibility and environmental awareness. The activities enabled students to deepen their understanding of integrity, sustainable development, community service and respect for life.

The following programmes were arranged for students of different form levels:

- "Anti-corruption" Lesson for S.4 (5 March 2026)
  This programme enhanced students' understanding of integrity, ethical conduct and the importance of upholding the rule of law. Through interactive learning activities, students were encouraged to make lawful, fair and responsible decisions when facing moral dilemmas.

- "Redress Warehouse Visit and Clothes Sorting" (10 March 2026, OLE Week)
  Students visited the Redress warehouse and participated in clothing sorting activities. The programme promoted environmental responsibility, sustainable consumption and community service, while encouraging students to contribute to waste reduction and textile recycling.

- "Journeys of Reflection: Life, Death, and Meaning" by Noah's Ark 「吾生•悟死」生死探索之旅 (11 March 2026, OLE Week)
  Through experiential activities and guided reflection, students explored the meaning of life, death and personal growth. The programme fostered respect for life, resilience and positive attitudes towards adversity.

The following activities were organised for the whole school:

- National Flag Hoisting Ceremonies (12 September 2025, 10 October 2025, 17 October 2025)
  Through participation in the ceremonies, students developed a stronger sense of national identity, respect for the nation and understanding of the significance of national symbols.

- Flag Hoisting Sharing Sessions (10 October 2025, 4 December 2025, 13 February 2026, 15 May 2026)
  Values Education Ambassadors shared messages on various themes related to values education, helping to promote positive values and enhance students' awareness of national development and social responsibility.

The following external programmes were joined by students:

- Architecture Design Charrette 2025: Architecture Traces (HKFYP) (22–23 November 2025)
  Students participated in design-thinking and creative problem-solving activities, broadening their understanding of architecture, urban development and cultural heritage.

- Top Ten News Online Election and Follow-up Board Display (December 2025 to February 2026)
  The programme encouraged students to pay attention to current affairs, analyse social issues critically and express informed opinions on significant local and global events.
- Hong Kong Tree Planting Day 2026 (28 March 2026)
  Students took part in tree-planting activities, strengthening their commitment to environmental conservation and sustainable development.
- "Green Consumption" by HKFYG and Sharing by Mr. Lam Chiu Ying (28 April 2026)
  The programme enhanced students' awareness of climate change, sustainable lifestyles and responsible consumption through expert sharing and interactive discussions.
- 2025–26 Campus Decarbonisation Ambassador Programme (HKFYP) (Whole Year)
  Student ambassadors participated in a series of activities promoting carbon reduction and sustainable development on campus. The programme cultivated environmental leadership and empowered students to advocate green practices within the school community.

Overall, the programmes successfully broadened students' horizons and strengthened their civic awareness, moral values, national identity, environmental consciousness and commitment to serving the community. Through a combination of experiential learning, reflection and active participation, students were encouraged to become responsible, caring and informed citizens.

3.8 Learning and Teaching Effectiveness

a. To help S.6 students to achieve better results in the HKDSE, the school arranged regular after-school supplementary lessons for all DSE subjects from September 2025 to January 2026.

Day	1	2	3	4	5	6
Subject	Chi	Eng	Elective 3	Elective 1	Math	Elective 2

Subject departments conducted the supplementary lessons according to the nature of their subject contents and the needs of their students. Some lessons were arranged for the whole class to enhance subject knowledge or for general examination skills practice. Some lessons were arranged for selected groups of students aiming to attain higher levels in the HKDSE.

Besides, supplementary lessons and post-mock examination practices were arranged by subject teachers during the study leave period from February to April 2026.

b. A timetable for S.5 after-school supplementary lessons was set. It was optional for subject departments to arrange supplementary lessons according to the needs of their students in the First Term. It was compulsory for all subjects to arrange supplementary lessons in the Second Term.

Day	1	2	3	4	5	6
Subject	Elective 2	Elective 1	Chi	Eng	Elective 3	Math

c. Besides the Uniform Test Cycle in each term, form tests were arranged for S.1 to S.3 students during the self-study lessons on Day 2. Subject departments concerned found that this arrangement motivated students to do revision more regularly.

d. After-school homework tutorial classes were arranged for S.1 and S.2 students. A total of 32 students joined the classes which were held every Tuesday and Thursday.

e. In pursuance of better academic performance, the assessment data of the First Term was analyzed to devise better strategies for teaching and learning.

- Students' performance in the First Term form tests and examinations was evaluated in the Academic Committee meetings, and measures for improvement were discussed.
- A comparison of the results of Form Tests and the Examinations in the First Term was given to each subject department for evaluation and follow-up actions.
- The Academic Committee members held meetings with subject teachers of individual classes where students' performance was particularly weak. Subject teachers discussed the teaching strategies and remedial actions to enhance the performance of the weaker students.
- Saturday tutorial classes were organized for junior form students. Students with unsatisfactory performance in Chinese Language, English Language and/or Mathematics in the previous school year were required to join the tutorial classes in the First Term, while those with unsatisfactory performance in the First Term were required to join the classes in the Second Term.

f. To help S.4 and S.5 students do revision and prepare for the new academic year, structured supplementary lessons were arranged in the post-examination period from 25th June to 11th July 2026. Individual subject teachers arranged supplementary lessons according to the needs and progress of their students during the summer holidays, except during the block leave period from 25th July to 13th August 2026.

g. S.1 and S.2 students who did not meet the promotion criteria were required to take supplementary examinations on 17th July 2026. To support their preparation, students who failed Chinese Language, English Language and Mathematics were required to attend remedial classes in the subjects concerned from 14th to 16th July 2026. Students who achieved satisfactory results

h. The school arranged the S.1 Bridging Programme for the pre-S.1 students to help them adapt to learning in English. The 5-day programme was held in the morning from 18th to 20th August and 24th to 25th August 2026. It included:
   - English Language sessions teaching basic grammar items and EMI classroom language.
   - Mathematics sessions teaching basic Mathematics topics and terminology in English.
   - Chinese Language sessions teaching basic classical Chinese.
   - An overview of vocabulary and skills for learning EMI subjects, including Science, History, Geography and Citizenship, Economics & Society.
   - Activities for introducing campus life and building relationships among peers, organized by the Academic Committee, the Discipline Committee, the Extra-curricular Activities Committee, the Guidance Committee and the school social workers.

According to the survey conducted after the S.1 Bridging Programme, 98.3% of the S.1 students found the programme useful. The lessons were conducted in English, and 94.2% of the students expressed that they could understand the teachers' explanation and instructions. Additionally, 92.5% of the students found that the teachers' explanation interesting. As noted by the teachers, the programme effectively prepared students for EMI learning.

i. Based on the Pre-S.1 Attainment Test results, the low-ability students, specifically the bottom 25% of them, were identified. The school arranged an 8-day English Enhancement Class in the afternoon from 18th to 20th August and 24th to 28th August 2026 to provide additional support for these students. The main areas of focus included reading skills, basic grammar items and vocabulary building. According to the survey conducted after the English Enrichment Class, 94.9% of the S.1 students found the class useful and they could understand the teachers' explanation in English. The teachers also remarked that the lessons enabled them to address students' learning difficulties and clarify challenging language points, thereby strengthening students' English foundation and enhancing their readiness for EMI learning.

   The positive feedback on both the S.1 Bridging Program and the English Enhancement Class demonstrates the effectiveness of these pre-S1 activities in preparing our students for using English as the medium of instruction.

3.9 Service Learning

Guided by our school motto, "It's more blessed to give than to receive," we are deeply committed to serving our community. To foster this spirit, we promote service learning through a structured scheme requiring all S.1 to S.4 students to participate in at least one service activity annually.

1. Fundraising & Charitable Donations
   These activities are primarily focused on raising monetary funds or providing financial sponsorship to support various NGOs and charities.
   a. Seven flag-selling activities have been organized for various charitable organizations including SAHK, Hong Kong Christian Service, The Community Chest and The Hong Kong Society for the Aged etc.
   b. The Community Chest Dress Casual Day was held on 19 December 2025. A total of $35,825 was donated to the Community Chest. A special request was made to ensure the funds raised in this dress causal day were all donated to the victims in the Tai Po Fire.
   c. To support the Watoto Ministry, a total of $3,240 was donated this year through the Watoto Life Sponsorship initiative.
   d. During the “Love Coupons” campaign, 990 coupons were sold, raising $12,890 in donations for the Hong Kong Council of the Church of Christ in China.

2. Community Care & Direct Outreach
   These activities involve hands-on, face-to-face interactions where students directly serve and assist specific vulnerable groups in the community.
   a. The OLE and Social Services Team and the Guidance Committee jointly organized an elderly home visit for our S.1 students. Students played games with the elderly in groups and spent a pleasant morning together, developing their empathy and learning how to communicate respectfully with older adults.
   b. S.3 and S.4 students visited kindergartens and childcare centres. The activity aimed to develop students’ empathy, understanding of childcare, and awareness of young children’s needs.
   c. The Relief Food Drive for S.3 students was organized jointly with YWAM during the OLE Week. This activity offered valuable insight into the logistics of operating a food bank and helped raise students’ awareness of the needs of cardboard collectors in our community.

3. Environmental Protection & Sustainability
   These activities are centered around ecological conservation, reducing waste, and promoting a greener lifestyle.
   a. S.2 students participated in the JC Volunteer Together programme and helped cleaning up the beach during the OLE Week and developed greater awareness of environmental protection.
   b. The Redress Warehouse Visit for our S.4 students was held during the OLE week, which allowed our students to sort, recycle and recirculate unwanted clothing from the public to save it from landfills. This initiative plays a vital role in ensuring that our students to embrace a greener lifestyle in reducing waste in the future.

4. Volunteer Training & Social Awareness
   The school also focuses on educating students to build their capacity to serve and raise their awareness about systemic social issues.
   a. S.1 and S.4 students participated in the JC Volunteer Together programme. Three hours of training were provided to help them understand the needs of people suffering from poverty.

3.10 STREAM Education

a. Vision & Framework: Outlines the committee's mandate, the successful transition from elite training (*"STREAM for Elites"*) to widespread participation (*"STREAM for All"*), and alignment with the EDB's digital blueprint.

b. STREAM Week & Mass Engagement: Captures the large scale of STREAM Week 2026 (691 total participations), interactive game booths, and the high-satisfaction AR GEO Geography workshop (4.05/5 evaluation rating).

c. Curriculum Integration & Science Inquiry: Records the integration of cross-curricular worksheets and the interdisciplinary Soybean Project 2.0 (Phase 2), which connected scientific food testing with senior science seminars and elder-care soft meal service learning.

d. Generative AI Pedagogical Projects: Documents the integration of Generative AI tools (such as Gemini AI) in the S.2 Computer Literacy "Vibe Code" website design project and the "Blossoms of MKC" interdisciplinary photography contest.

e. Industry Visits & Career Awareness: Highlights high-impact off-campus visits, including the PolyU EEE visit (highest rating of 4.57/5), the KMB Shatin Depot trip, and the specialized Aeronautical Engineering Workshop at the HAECO Training Academy.

f. External Competitions & Mentorship: Details notable territory-wide achievements, including the Space Museum's Science Docent Challenge "Merit Award" featuring S.5-to-F.2 peer mentoring, and the National Security Day Drone Show design award.

g. Professional Work Placement: Records the 100% placement rate for five technology students under the SEED Foundation's Workplace Experience Programme (WXP) 2026 and the private AI internship at Sayo AI.

h. Teacher Professional Development: Logs the mandatory AI Ethics Quiz (100% pass rate, average score of 21/23) and teachers' positive evaluation of AI lesson-planning platforms like Brisk Teaching.

i. Home-School & Community Outreach: Synthesizes the Generative AI Parent-Child Workshop (13 families trained) and the community outreach programme run by 22 STREAM Prefects.

j. Infrastructure Upgrade & AI-Ready Hub: Documents the upgrade of Room 201 with 35 AI-ready computers equipped with Neural Processing Units (NPUs) to establish a dedicated hub for complex AI computations.

k. Reading to Learn & Interdisciplinary Literacy: Captures the acquisition of the 20-book Whole Person Education — STREAM Pursuit series and the execution of topical reading assignments with a more than 70% completion rate.

l. Strategic Funding & Future Outlook: Formulates plans to utilize the newly secured HK$250,000 "AI for Empowering Learning" and HK$50,000 "AI for Science Education" funding, the handover of QEF administrative duties, and the upcoming "Activity Spreading" strategy for 2026–2027.

3.11 國民及國安教育

從傳統文化價值觀出發，以「點—綫—面」策略聯繫整體，強調以「全校參與」的模式及團結精神推動國民及國家安全教育，營造富有中國傳統文化價值觀的校園氛圍。

- 課程統整

  跨學科、跨領域學習（2023-2024 年度開始持續推展）

  自然連繫不同科目，以核心科目連繫其他科目，並延伸至各科組課外活動單位，互相配合，共同發展課程及組織課堂內外延伸活動。

  - 中一級

    以「粉墨登場戲曲人生（傳統中國戲曲 -- 粵曲）」為學習主題，由中文科為核心推行學科，連繫學科包括視藝科、家政科、音樂科，延伸單位包括中文學會及 STREAM 小組。

  - 中二級

    以「遙遠的牽挂——天涯家國心（華僑及香港華人組織）」為學習主題，由歷史科為核心推行學科，連繫學科包括地理科、中國語文科、英國語文科、視藝科、家政科，延伸單位包括中文學會、香港青少年獎勵計劃及國民及國安教育委員會。

  - 中三級

    以「我武維揚 - 強身健體 · 保家衛國」為學習主題，由體育科為核心推行學科，連繫學科包括中國語文科、生物科、物理科、化學科、家政科，延伸單位包括中文學會、香港青少年獎勵計劃及國民及國安教育委員會。

  - 中四級

    以「豆延萬里——心懷生民 · 兼濟天下」為學習主題，由生物科為核心推行學科，連繫學科包括地理科、中國語文科、英國語文科、視藝科、家政科，延伸單位包括中文學會、香港青少年獎勵計劃及國民及國安教育委員會。

- 教職員培訓
  - 升旗典禮實務講座（香港警務處中式步操教官）
  - 「文物中的中國」講座（愛國教育支援中心發展總監梁偉傑先生）

- 學生活動
  - 組織升旗禮及國旗下的講話
  - 參加「南粵之光非遺技藝培訓計劃 — 汕頭市研學團」
  - 茶藝班
  - 參觀活動（駐港部隊軍營/龍躍頭文物徑/蒲台島文物徑/國家安全展覽廳）
  - 參與比賽（「國民教育大比拼」比賽、「國 · 家 · 我」全港校際及團體短片製作培訓及比賽 2026 中華文化節、2025 茶館劇場）
  - 學生茶會/家長茶會
  - 舉辦工作坊（茶粿製作技藝工作坊 / 新會葵藝技藝工作坊）

- 社區資源
    - 「南粵之風非遺教育計劃」學校成員（民政及青年事務局資助，香港廣東社團聯會主辦，香港教育大學戲曲及非遺傳承中心協辦）
    - 「科學中的人文素養——大豆計劃 2.0」夥伴學校（香港中文大學生命科學學院采菽社）

- 家校合作
  家長茶會

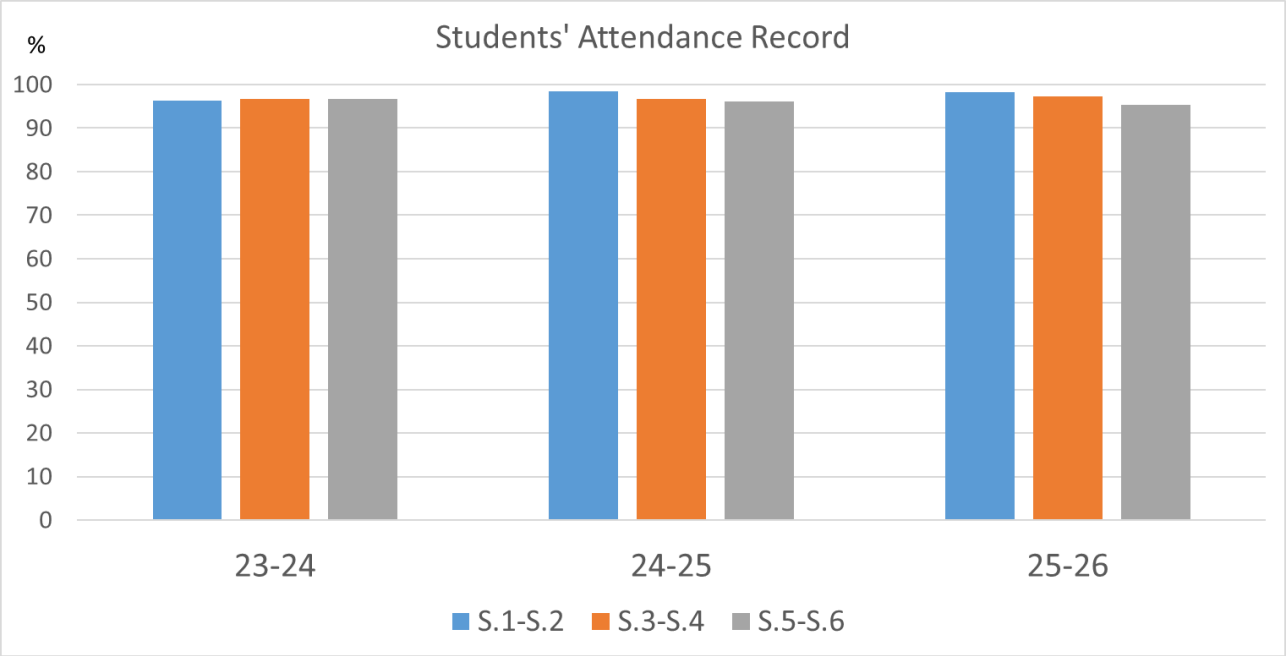
(C) STUDENT PERFORMANCE

4. Students' attitude and behaviour

4.1 Student Population, Drop-outs and Repeaters

Level	Classes	Students	Students admitted / promoted	Repeater(s)	Graduate(s)	Dropout(s)
S.1	5	131	122	8	/	1
S.2	4	129	120	9	/	0
S.3	4	130	121	5	/	4
S.4	4	126	115	9	/	2
S.5	4	111	107	3	/	1
S.6	4	105	/	1	104	0
Total	25	732	585	35	104	8

4.2 Students' Attendance



4.3 Students' Reading Habit

1. Students' frequency of borrowing reading materials from the school library

Column1	S1-S6
Borrow 1-10 items	35.2%
Borrow more than 10 items	4.13%

2. Students' frequency of borrowing reading materials from the school library

Student	Checked Out Total Items
S1-S3	1,803
S4-S6	467
Total	2,270

3. Library circulation statistics

Year	Online Reading (Reading lesson + HyRead)	Total No. of Resource Items in the Library Checked Out	Grand Total
2024-2025	23,503 (HyRead: 1,098)	2,138	25,641
2025-2026	22,874 (HyRead: 500)	2,270	25,144

4. Number of people visiting library: 01/09/2025-30/06/2026: 11285 (People)

Month	Sep-2025	Oct-2025	Nov-2025	Dec-2025	Jan-2026
Total	1,361	1,182	1,496	1,431	1,206
Month	Feb-2026	Mar-2026	Apr-2026	May-2026	Jun-2026
Total	903	921	738	1,410	637

5. Library Collections

5.1 Number of total books: 36,374

5.2 Number of total journals: 729

5.3 Number of books added during the year: 329

5.4 Number of E-book (HyRead): 2,749

5.5 Magazines: 19

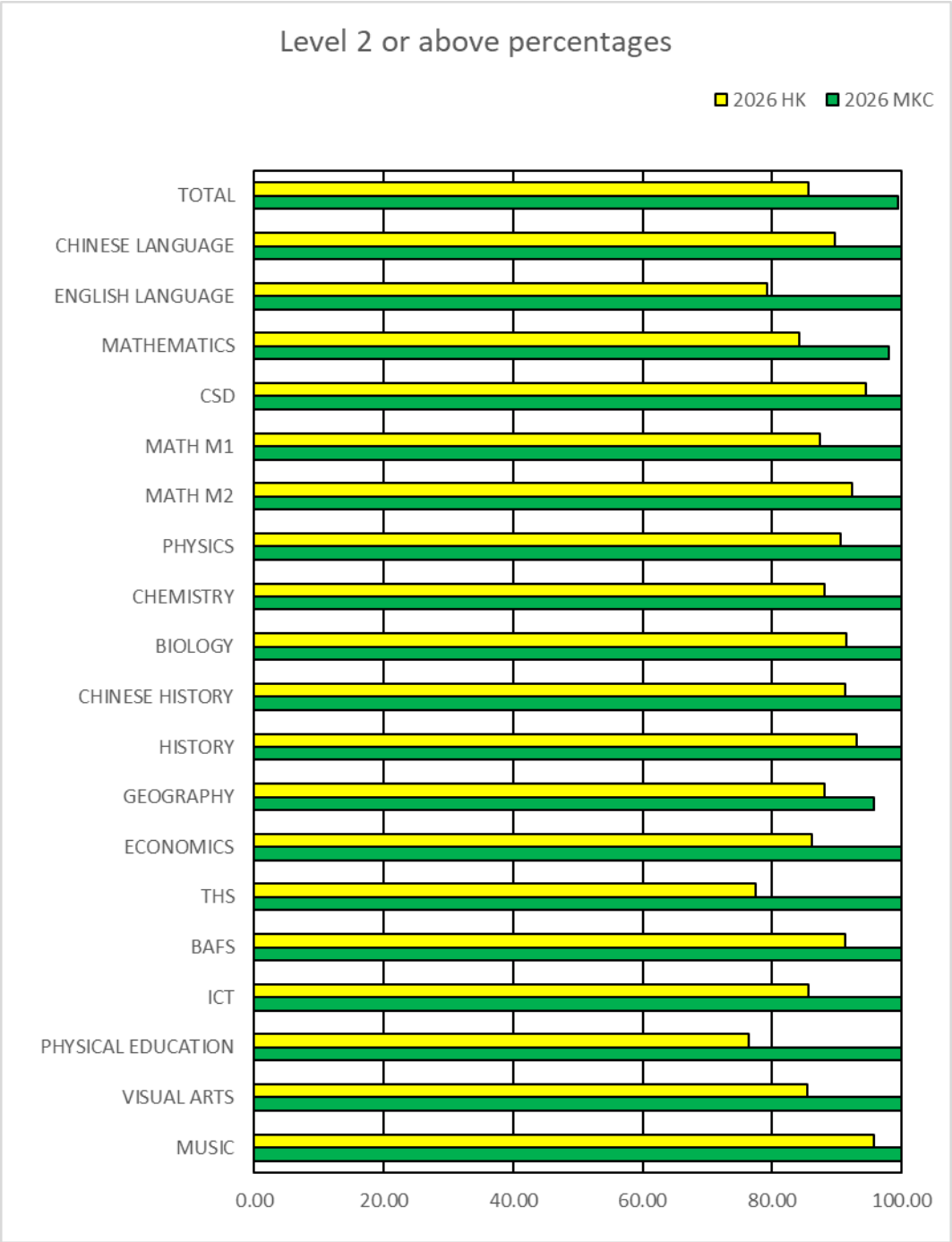
Magazines	Price	Issues / year	Supplier
Ceramic Review Magazine	1,578	6	Magazines International
CNN Interactive English Magazine	590	12	
Communication Arts	1,348	6	
Discover(US)	543	4	
How It Works (UK)	1,560	13	
互動日本語	590	12	
I Magazine (Junior)	260	4	
Inspire (Intermediate)	300	5	
Ithink (Advance)	300	5	
Icritic (Advance)	195	3	
I knowledge (Junior)	180	6	
國家地理雜誌(中文版)	690	12	
National Geographic Kids	398	10	
National Geographic	590	12	Subseasy
Scientific American (US)	1080	11	
科學人	750	12	
DiscoverBox（中文版）	616	11	Bayard
Adventure Box MAX!	630	10	
OWL	455	8	

5. Students' participation and achievements

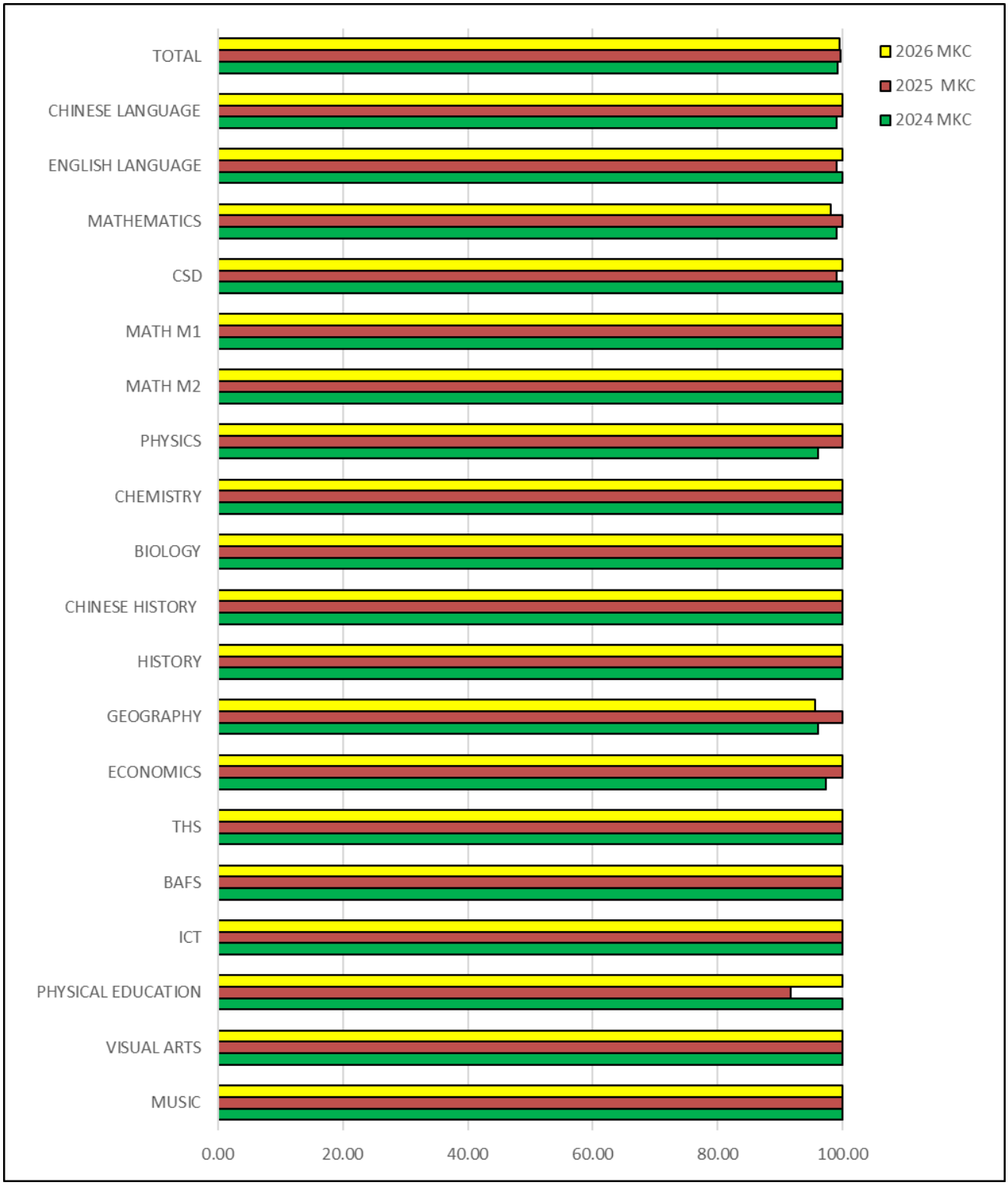
5.1 Students' Academic Performance

● Hong Kong Diploma of Secondary Education Examination (HKDSE)

	2024-2025		2025-2026	
	School	Territory	School	Territory
No. of students sat	112	53,895	104	56,853
Level 2 or above average percentage	99.67%	85.58%	99.47%	83.31%



HKDSE Exam Results 2026 (MKC Compared with territory)



Level 2 or above Percentages

HKDSE Exam Results (2024-2026) Comparison

5.2 Prizes and Scholarships

a. School Prizes

Providing students with a holistic education is our goal. In this context, equal emphasis has been placed on moral, intellectual, physical, social, aesthetic and spiritual education. Apart from spiritual education, prizes were awarded to students with distinguished performance in the moral, intellectual, physical, social or aesthetic areas in the year 2025 – 2026

- **MKC PTA Academic Prize S.1-S.3 First in Class**

1A LAI YIU TING	1B CHU HIM DOU HEDO	1C CHO FOO LAM
1D YEUNG PUI SAN	1E CHAN WAN HUEN	2A NG NGA KI
2B LAM YIN HEI	2C LIANG FANG	2D CHU WING WONG
3A HUANG TSZ LING	3B TAM CHEUK HIN	3C MAY KING YEUNG
3D KWONG TSZ CHING		

- Student of the Class (Annual)

1A PENG YUBIN	1B CHU HIM DOU HEDO	1C CHO FOO LAM
1D KONG ISABELLA	1E CHAN WAN HUEN	2A NG NGA KI
2B CHAN NOK HEI	2C LIANG WU JIA QI	2D YEUNG CHI HIN HARRY
3A HUANG TSZ LING	3B CHAU YU PUI CHRISTIE	3C ZHANG MAN CHUNG
3D YUNG ZACHARY LONG IN	4A ZENG CHING MAN	4B SIU TSZ HEI
4C HUANG MAN CHUN	4D HOANG THANH DAT	5A NG CHI LOK
5B LAU CHUN LOK	5C NG WING HEI	5D CHAN KATY

- CCCMKC Alumni Association Student of the Class (Annual)

6A HO YUEN YI	6B HUI HEI MAN	6C MA HEI MAN
6D WANG JUNREN		

- Mr H.H. Wong Memorial Scholarship Top Three in Form in Mathematics

1D YEUNG PUI SAN	1E CHAN WAN HUEN	1D SUNG KWUN KEI
2D CHAN PAK YUI ANTON	2D OU YILIN	2A TONG TSZ CHAI
3D FU LAP YIN	3D WONG HEI LAAM ENNIS	3D KWONG TSZ CHING
4B TANG CHEUK ON	4B SIU TSZ HEI	4B LEE KUEN SHING
5B LAU CHUN LOK	5B SHI KWAN MING	5B ZENG WEIJIE
6B LIN MERVIN	6B HO SHU TO	6B LAM CHI FAI

- Mr H.H. Wong Memorial Scholarship 1st in Class in Mathematics

6A LAU TSZ YING CYNTHIA	6C MA HEI MAN	6D WANG NGA HIN

- Mr H.H. Wong Memorial Scholarship 1st in Form in Mathematics (Module 1)

6B POON SI YU JONATHAN

- Mr H.H. Wong Memorial Scholarship 1st in Form in Mathematics (Module 2)

6B LAM CHI FAI

- Mr S.K. Yeung Memorial Scholarship 1st in Form in English Language

1D FUNG LOK YEE 2D WU AN TUNG 3D TSCHIRSCHNITZ-OSEKA PETER
4C LIU WING FUN 5B CHAN YU SHING 6D LEUNG CHEUK KIT AVEX

- Mr S.K. Yeung Memorial Scholarship 1st in Form in History

1A LAI YIU TING 2D TO YIK KIN 3D TSCHIRSCHNITZ-OSEKA PETER
4A LEUNG CHUN HEI 5C SHEK YUI CHIT GABRIEL 6B LAM CHI FAI

- Dr Samson Tam Scholarship 1st in Form in Computer Literacy

1D FUNG LOK YEE 2D TO YIK KIN 3D WONG HEI LAAM ENNIS

- Dr Samson Tam Scholarship Top Three in Form in Information and Communication Technology

4B LEUNG KWUN POK 4B CHAN SING TAT 4B POON KING TO DAVEY
5B LAU CHUN LOK 5C LAM SZE YUEN 5B CHAN CHUNG MAN
6D LEUNG CHEUK KIT AVEX 6B LAI TSZ HIM 6B CHIU CHO KIU

- Dr Samson Tam Scholarship Best Performance in STREAM

5B CHAN CHUNG MAN 5B CHAN YU SHING 5B LAU CHUN LOK
5B LI YUE

- Dr Samson Tam Scholarship Admission to University Computer Programme

6D LEUNG CHEUK KIT AVEX 6B YI YIK CHUN

- MKC PTA Best Progress Prize (Academic)

1A FUNG SUET LING 1A ZHANG SENDI 1A HO CHUNG HIN
1B HO CHUN HEI 1B HUANG ZHIHENG 1B TING CHUN HO
1C TSE CHERRY 1C WANG WEI JIE 1C YEUNG TSZ CHUNG CAROLINE
1D HUANG MICHELLE 1D CHAN LOK YIU 1D CHENG YIU SHUN
1E CHEN TSZ HUEN 1E CHEUNG YAN KIT 1E WONG PAK LONG
2A KAN LIK HANG OLIVIA 2A CHEUNG CHI HEI 2A TONG TSZ CHUEN AMY
2B YAN CHI SHING 2B TSE CHEUK YUI LAURA 2B CHENG TSZ SHAN
2C CHUNG CHEUK LUNG 2C MA GIA HAN 2C LAI LOK TIN
2D LO SZE NOK 2D LI HO CHEUNG 2D LAU YIN LEUNG
3A LI HUISI 3A LUI WING SUM 3A IP TSZ HIN
3B LIN HOI NAM 3B CHAU YU PUI CHRISTIE 3B LAO LEE WAI
3C SIU WING KIU 3C LEUNG LOK HIM 3C YIP TSZ HAM
3D CHUNG CHING KI 3D YANG YANG 3D POON SI YUE SHARLOTTE
4A YAN WING SZE 4B CHUNG HOI LI 4C LAM HOI YAN
4D LI CHUN HO 5A CHIU LANG WEI 5B YEUNG NAP CHUEN
5C HO CHEUK LAM 5D CHAN YAT FUNG

- CCCMKC Alumni Association Education Fund Academic Prize

1A	CHAN WING YIN	1D	OKONKWO ANWULI ESTHER	2C	CHAN SZE CHING
2D	LI HAONAN	3D	CHUNG WING SZE	3D	LEE YEE CHING
4D	FU HING YU	4D	YEUNG TUNG HEE	5B	ZENG WEIJIE
5C	LI TSZ HIN	6B	CHAN KA LONG LANGSTON	6B	LIN KAM TO

- MKC PTA SCHOLARSHIP FOR OUTSTANDING PERFORMANCE IN 2026 HKDSE

6B	POON SI YU JONATHAN	6B	LI SHING HEI	6B	LIN MERVIN

- S.6 EXCELLENT CONDUCT AWARD

6A	TSOI WING YING	6B	HUI HEI MAN	6C	MA HEI MAN
6D	NG GI YI				

- JOHN KEITH WALLS SCHOLARSHIP

6B	LAI TSZ HIM	6B	HUI HEI MAN	6C	PAN YU XIANG

- JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN MUSIC AWARD

6D FUNG HOI KIU

- JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN ART AWARD

6D YUNG TSZ MEI

- JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN CERAMICS AWARD

6A NG KAM TONG

- JOHN KEITH WALLS SCHOLARSHIP BEST PERFORMANCE IN SPORTS AWARD

6A	LU KA PAK	6C	TONG YUK YI

- Best Performance in Art Award

3D	MO PUI LAAM	4C	POON HUNG YING QUEENIE	5C	TAM YIK KIU

- Best Performance in Ceramics Award

3D	YIU LING FEI	4C	POON HUNG YING QUEENIE	5C	TAM YIK KIU

- MKC PTA Distinguished Service Award

4A	LIU YUEN TING	4B	CHU WUN YIN	4C	YU JACKIE JUNIOR
4D	CHAN CHUN HEI	5A	LEE CHIN PONG	5B	CHOU CHAK FUNG
5C	ZHOU KA HIM	5D	CHAN KATY	6A	KAM CHI LOK
6B	CHIU CHO KIU	6C	LAI PAAK NAM KURT	6D	PO KA NAM CANAAN

- Distinguished Service Award

1B	NGAI SUM	1E	WONG PAK LONG	3A	WONG YIK CHING

- KTMK Church Scholarship Christ Ambassador Award

3B	TANG YAN KI	3C	LEUNG NOK HANG	3D	YUNG ZACHARY LONG IN
3D	YIU LING FEI	5A	CHIU SUT YAN	5B	TANG YEE KWAN
5B	TOU YIM YING JESSIE	5C	LAM HOI CHING	5C	WONG TIN WAI HOLLIE
6A	FONG HEI MAN	6B	LI JI YAN BRYAN	6C	HO CHEUK CHI

b. External Scholarships and Awards (2025-2026)

- **Ng Teng Fong Charitable Foundation Scholarship**

  5B ZENG WEIJIE

- **Youth Arch Improvement Award**

2B	FU NGAI WA	2C	HO YUET KIU	2C	MA GIA HAN
2D	LEOW KWAN SHING	2D	YAU ANNE	3A	CHAN LAM YU
3A	LEE YEE LAM	3B	TAM CHEUK HIN	3C	SHEK PEDRO EUGENE
4B	CHOI MING HEI	4B	HUANG TSUN HONG	4C	LAM HOI YAN
4D	LIU CHUN YIN ANGUS	5A	HONG BEM SOM	5B	CHEUNG SUMMER
5C	ALI WAH HIN	5D	HUANG WAN CHI	6A	CHAN TSZ KIN
6B	LUO YING TUNG	6C	KWAN TSZ TUNG	6D	PO KA NAM CANAAN

- **Youth Arch Student Improvement Award (Special Award)**

  5D HUANG WAN CHI

- **Sir Robert Black Trust Fund Grants for Talented Students (Non-academic Fields)**

  5A LIU LEO

- **Sir Edward Youde Memorial Prizes for Senior Secondary School Students**

6B	LI SHING HEI	6B	POON SI YU JONATHAN

- **Harvard Book Prize**

5B	LAU CHUN LOK	5B	SHI KWAN MING	5C	NG WING HEI

- **The Most Distinguished Student Award**

2D	CHAN PAK YUI ANTON	4D	TANG YIU HEI

- **Hong Kong Youth Improvement Award**

5B	CHAN CHUNG MAN	5C	ZHOU KA HIM	6A	HO YUEN YI

- **Yau Tsim Mong District Outstanding Student Award**

3D	YIU LING FEI	5B	LAU CHUN LOK

- **Yau Tsim Mong District Prominently Improved Student Award**

1A	CHEUNG NGA MAN	1B	HO CHUN HEI	1C	LEUNG HOI CHUN
1D	PANG XUANYAN	1E	CHEN TSZ HUEN	2A	KAN LIK HANG OLIVIA
2B	CHAN YEE LI	2C	CHAN TSZ YAU	2D	LO SZE NOK
3A	YU LANG	3B	CHAU YU PUI CHRISTIE	3C	PANG HEI HANG
3D	CHAN HOI LAM	4A	YAN WING SZE	4B	CHOI KA WING
4C	LAM HOI YAN	4D	LI CHUN HO	5A	WU MAN CHUN
5B	IP CHUN FUNG	5C	HO CHEUK LAM	5D	TAN HOI WAN

- **Rev. Peter Wong Memorial Scholarship**

  5C NG WING HEI

c. External competition awards Record (2025-2026)

Date	Name of Organization	Name of Activity / Competition	Prize / Award	Name of Student(s)
Jul	Hong Kong Federation of Education Workers	Joint School Fencing Team League 2025	Girls Epee Team 1st Runner-up Boys Epee Team 2nd Runner-up	2D SIN MAN NGA 2D LEE PEI YAN 3B NG NGA TUNG 3C WONG YAN HEI 6B LU MEI WING 6C ZHANG HIU YAN 2C LO SING LEONG 3D LIU CHUN YIN ANGUS 4A LIU LEO 4C SZETO KWOK SAN 5C LAI PAAK NAM KURT 6B WONG TSZ LONG
	MKCRSA	Yau Tsim Mong District Inter-school Football Competition in Celebration of the Establishment of the HKSAR 2025	Plate Champion (Overall 2nd Runner-up)	4D CHOI TSZ LONG 3A HUANG MAN CHUN 3A YU TSZ HONG 3B LI CHUN HO 3C NG YU SUM 3D HUANG SHAOXUAN 2A OUYANG WING CHUNG 2A YU LANG 2C NG KAM HO 2C YEUNG LOK YIN ISAAC 2D WONG LOK HIN 1A ZHOU ZEWEI
	Great Eastern Judo Union	National Cup Judo Championships 2025	10-12 Age Group Boy's - 45kg Category Champion	1E ON WANG HEI
	HKSSF	Inter-School Swimming Competition 2025-2026	Boys B Grade 100m Freestyle 3rd Runner-up Girls B Grade 100m Freestyle Champion Girls B Grade 50m Butterfly Champion	4A LAW CHEUK TING 4C YEUNG PUI LAM
	Sing Yin Secondary School	Inter-school Green Fashion Show 2024	1st Runner-up Most Active Participation Award	4A NG KAM TONG 4C CHOW HIU CHING OLIVIA 4D LAM YIK YEUNG 4D YUNG TSZ MEI 6C LEUNG MAN LEONG 6C NG WAI MEI 6E POON PO YI CCCMKC
	Education Bureau, Association of Principals of Secondary Schools	Love Our Home, Treasure Our Country 3.0 STEAM/AI National Education Model-Car Competition	Merit	5B CHAN CHING YIU 5B CHAN YU SHING 5B LI YUE 5C NG WING HEI 5B CHAN CHUNG MAN 6B LAI TSZ HIM

	The Education University of Hong Kong ,Baidu	AIREA International Competition on AI in Education 2025	First Runner-Up Outstanding Innovation and Creativity Award	6B LAI TSZ HIM 5B CHAN CHUNG MAN 5B CHAN YU SHING 5C NG WING HEI 5B LI YUE 5B CHAN CHING YIU
	IEEE	TryEngineering ON CAMPUS Hong Kong	Merit	5B LI YUE
	HKU Faculty of Medicine	Innohealth Cup 2025	2nd Runner Up (Outstanding Visual Design Award)	6B HUI HEI MAN 6B LI SHING HEI 6B HO TSOI MING JOYCE 6C MA HEI MAN
	Greater Bay Area Homeland Youth Community Foundation, Sensetime	AI Application Practice Course 2024-25	Excellence Award	3D CHAN HO MING 3D FU LAP YIN 3D HUNG CHUN HEI ZION 3C WONG LOK HIN 3D YANG YANG
	Asia Arts & Culture Enlightenment Association	Hong Kong Students STEAM Elite Challenge 2025	Honorary Gold	6B LAI TSZ HIM 5B CHAN YU SHING
	JPC	JPC Innovation Technology Competition 2024-2025	Second Runner-up (Senior Secondary Category) & Best Safe City Award (Youth Drug Prevention)	6B LAI TSZ HIM 6B HUI HEI MAN 5B CHAN YU SHING 5B CHAN CHUNG MAN
Aug	Department of Applied Social Sciences, The Hong Kong Polytechnic University	PolyU Igniting Social Innovation Competition 2025	Certificate of Achievement	6B LAI TSZ HIM 5B CHAN YU SHING 5B CHAN CHUNG MAN
Sep	Hong Kong School Managers Society Ltd	The Greater Bay Area Outstanding Students Award	Excellence Award (Senior Group) Merit Award (Junior Group)	6B LAI TSZ HIM 4B CHU WUN YIN
	School of Life Sciences, The Chinese University of Hong Kong; Big Education Platform; Soyvestors	STREAM Jiangsu Agriculture Study Tour 2025 Joint-School Showcase	Outstanding Impromptu Speech	4B CHU WUN YIN
Oct	South China Athletic Association	The 57th Hong Kong Judo Invitation Championships	Champion of the 10-12 age group men's D-46kg category	1E ON WANG HEI
	Hong Kong Piano and Orchestral Association	5th Youth and Children's Music Competition	Choir (Secondary School) - Champion	5C LAM SZE YUEN 5C LAM HOI CHING
	Asia Kids Talent	19th Asia Kids & Teenagers Music Contest - Piano	Secondary school – Champion Grade 8 - Champion	6A HO YUEN YI
	Greater Bay Area Arts & Culture Association	The 6th Greater Bay Area Music Competition - Chinese Instruments - Secondary	Champion	3A QIU YI WEN
	International Children Culture & Arts Development Association	International Chinese Music Competition	Juvenile - Gold Award Juvenile - Silver Award	3A QIU YI WEN 2D LUO YI MING

	Hong Kong Youth and Children Talent Association	7th Hong Kong Youth and Children's Music Competition - Piano 2025	Secondary F.4-F.6 – Champion Grade 8 - 1st Runner-up	6A HO YUEN YI
	Hong Kong Rope Skipping Association , China	All Hong Kong Age Group Rope Skipping Competition	2nd Runner-up of Single rope triple-under endurance jump	5B CHENG TSZ HIM
Nov	North District Sport Association	4th North District Judo Championship	1st Runner-up of the 12-13 age group men's J-50kg category	1E ON WANG HEI
	HKSSF	Inter-school Athletics Competition 25-26 (Division Three Area 1)	Champion of Boys A Grade 400m 3rd Runner-up of Girls A Grade 200m 1st Runner-up of Girls A 200m 3rd Runner-up of Girls A Grade 400m 3rd Runner-up of Girls B Grade 100m 3rd Runner-up of Girls C Grade 100m 1st Runner-up of Girls C Long Jump	5D POON CHUN SING 4D CHEUNG PUI CHI 4D HAU KAIYI 6C TONG YUK YI 3C CHEUK TSZ YING 1E YEUNG CHOI HEI
	Thai Jump Rope Sport Association	Queen's Cup Jump Rope Thailand Open 2025	Certificate of Participation	1D WONG CHUNGI HEI
	Department of Chinese History and Culture, The Hong Kong Polytechnic University	PolyU Young Historian Competition 2025	Outstanding Team	6C LI TSZ YI 6C MA HEI MAN 6C MA KWAN YIN 6C ZHENG TSZ YOU
Dec	Hong Kong Education Development Association	Guangdong-Hong Kong-Macao Greater Bay Area Positive Energy Music Competition 2025	Secondary School S2 - Guzheng - Second Runner-Up	2B SUM YAN MEI PHOEBE
	HKSSF	Inter-school Football Competition (Boys A Grade)	1st Runner-up of Div3 KLN3 Boys A Grade	2A ZHOU ZEWEI 3A NG KAM HO 3A OUYANG WING CHUNG 3B WOO TSZ YEUNG KERUX 4A LEUNG WAI YU 4B HUANG SHAOXUAN 4B NG YU SUM 4C NG HO LUN 4D LI CHUN HO 4D PUN HO 5A CHAU SIU TUNG CEDRIC 5A LAM WAI YIN 5A LIU LEO 5D CHOI TSZ LONG
	Hong Kong Red Cross	Hong Kong Red Cross West Kowloon Headquarter 2025 - 2026 Yau Tsim Mong South District and Yau Tsim Mong North District Joint Yau Mong Cup	Yau Mong Cup Champion Yau Mong Cup First Runner-up	5A PO CHUNG YAN JOANNE 5C ZHOU KA HIM 5C TSE KA LAM 5B MAI LOK YIN 5D CHAN KATY 3D HUANG NINGNING

				4B FOK CHI KI 4D CHAN CHUN HEI
	China-Hong Kong New Generation and Clothing Industry Training Authority	My Stage Sustainable Fashion Design Competition	First Runner-up Prize Outstanding Design Award Excellence Award	6A NG KAM TONG 6A NG KAM TONG 5D TANG SIU WA 6C TSANG CHOR WING
Jan 2026	Hong Kong Rope Skipping Association, China	Hong Kong Elite Rope Skipping Championships cum Hong Kong China Delegation Selection	Boys 12-15 Double Dutch Single Freestyle (Trio) (75 seconds) – Champion Boys 12-15 Single Rope Team Freestyle (75s) – 2nd Runner-up Boys 12-15 Double Dutch Speed Relay (4x30 Seconds) – 2nd Runner-up Boys 12-15 Team Overall Results – 1st Runner-up	1D WONG CHUNGI HEI
	Wen Wei Po	The 2nd Hong Kong Outstanding Student Social Service Award	Excellent Service Award	5C ZHOU KA HIM
	China Mathematics Education Research Association / Hua Xia Cup Committee / Hong Kong Mathematical Olympiad Association	Hua Xia Cup National Mathematical Olympiad Competition 2026	Third Class Award	2D LAU YIN LEUNG
	China Mathematics Education Research Association / Asia International Mathematical Olympiad Union / Hong Kong Mathematical Olympiad Association	Asia International Mathematical Olympiad Open Contest (AIMO Semi Final)	Silver Honor Bronze Honor	2D LO NOK HIN 3D CHAN HO MING 2D WAN HO YIN
Feb	Leisure and Cultural Services Department	2026 Outreach Coaching Programme – 3-on-3 Basketball Competition for Secondary School (Boys)	3rd Runner-up (Boys)	3B LU GUANYU 4A LEUNG SZE LOK 4B AU SHING KIT 4B LUNG SENG HEI 5A MOK TIK LUN
	Thailand International Mathematical Olympiad	Thailand International Mathematical Olympiad (HK Region) Heat Round 2025 - 2026	Gold Award	2D CHAN PAK YUI ANTON 2D LO NOK HIN 5B LAU CHUN LOK
	Thailand International Mathematical Olympiad	Thailand International Mathematical Olympiad (HK Region) Semi-final 2025 - 2026	Gold Award Silver Award Bronze Award Merit Award	2D CHAN PAK YUI ANTON 1D YEUNG PUI SAN 3D CHAN HO MING 5B SHI KWAN MING 1C HUI CHI LOK 2D CHU WING WONG 2D WAN HO YIN 1D CHAN KIN KWAN 3C ZHANG MAN CHUNG

	HKSSF	HKSSF Inter-School Fencing Competition	Boys A grade (Epee)(Kowloon Area) 2nd Runner-up Girls A grade (Epee)(Kowloon Area) 2nd Runner-up	5A LIU LEO 3D SIN MAN NGA
	Hong Kong Mathematical Olympiad Association	Hong Kong & Macau Mathematical Olympiad Open (HKMO Open)	Gold Honor Silver Honor Bronze Honor	2D LO NOK HIN 3D CHAN HO MING 3D WONG HEI LAAM ENNIS 2D CHU WING WONG 2D LAU YIN LEUNG 2D OU YILIN 2D WAN HO YIN 3D YANG YANG 3D CHE HAU LAM 3D CHUNG WING SZE 3D LAM YU TUNG 3D YIU LING FEI 4B TAM POK FONG
	Hong Kong Art Education Association	Pegasus Cup 2025-2026 Hong Kong Chinese Writing Competition (Senior Secondary)	Senior Secondary (Descriptive Essay) (Topic 2) - Gold Award Senior Secondary (Descriptive Essay) (Topic 3) - Gold Award Senior Secondary (Descriptive Essay) (Topic 1) - Silver Award	5C TSE KA LAM
	Joint Committee for the Promotion of the Constitution and Hong Kong Basic Law	"Basic Law for a Positive Life" – Journey with Hong Kong Youth Programme	Top 8 in Hong Kong Best Debater	4D TSO CHIN CHING 4A LIU YUEN TING 5C TSE KA LAM 3D WONG KA CHAI 4B CHU WUN YIN 5B MAI LOK YIN 3B YICK SUI KI 4D TSO CHIN CHING 4A LIU YUEN TING 5C TSE KA LAM
Mar	HKSSF	Inter-School Fencing (Team) Competition 2025-2026	Boys Epee Team 2nd Runner-up	5A LIU LEO 4C NG HO LUN 4D LIU CHUN YIN ANGUS 3D LO SING LEONG 2C JIANG ZIJUN
	Hong Kong Schools Music and Speech Association	77th Hong Kong Schools Speech Festival (2025) (English Speech)	2nd place in Secondary 3 Girls Solo Verse	3B HUTABARAT SHAVUOT CATHERINE
	Mathematics Core Group, Association of Principals of Secondary Schools, HKCCCC	HKCCCC Inter-school Number Combinations Challenge 25-26	1st Runner-up	4B IP CHEUK FUNG 4B IP KA YAN 4B SIU TSZ HEI
	Hong Kong Joint School Music Association	Joint School Music Competition 2026 - Secondary School Group Ensemble (String)	Silver Award	2D YANG ZHIXUAN 3C IP KWAN CHI
	The Association of Principals of Secondary Schools, The Hong Kong Council of the Church of Christ in China	The Most Distinguished Student Award	The Most Distinguished Student Award (Junior Form) The Most Distinguished Student Award (Senior Form)	2D CHAN PAK YUI ANTON 4D TANG YIU HEI

	Hong Kong Space Museum & Department of Physics, The Chinese University of Hong Kong	Science Docent Challenge 2026	Merit Award	4B LEE KUEN SHING 4B TANG CHEUK ON
	Hong Kong Red Cross	Red Cross Youth Unit Progressive Programme	Youth Attainment Badge	5A PO CHUNG YAN JOANNE
	The Harvard Club of Hong Kong	Harvard Book Prize 2025-2026	First Place Prize Runner-up Prize	5C NG WING HEI 5B SHI KWAN MING 5B LAU CHUN LOK
	Hong Kong Schools Debating Union	The 3rd Zhishan Cup Hong Kong Secondary School Cantonese Debating Competition	Best questioner from the floor	4D TSO CHIN CHING
	Elsie Tu Education Fund and New Youth Hong Kong	2025 Hong Kong Youth Improvement Award	2025 Hong Kong Youth Improvement Award – Certificate of recognition	5B CHAN CHUNG MAN 5C ZHOU KA HIM
	Math Concept Education	2026 Math Conceptition	Individual Bronze Award Individual Bronze Award Individual Bronze Award Individual Bronze Award Individual Silver Award Individual Silver Award Individual Silver Award Individual Silver Award S2 Inter-school Group Merit S3 Inter-school Group Merit SS Inter-school Group Merit	2D CHAN PAK YUI ANTON 3D CHAN HO MING 3D FU LAP YIN 5B CHOU CHAK FUNG 1D YEUNG PUI SAN 2D LO NOK HIN 5B LAU CHUN LOK 5B SHI KWAN MING 2D CHAN PAK YUI ANTON 2D LO NOK HIN 2D WAN HO YIN 3D CHAN HO MING 3D FU LAP YIN 3C WONG LOK HIN 5B LAU CHUN LOK 5B SHI KWAN MING 5B CHOU CHAK FUNG
Apr	Hong Kong Joint School Music Association	Joint School Music Competition 2026 - Secondary School Ensemble (String)	Silver Award	2D YANG ZHIXUAN 2D CHAN NIM YAN 3C LEUNG SUM YUET 3D POON SI YUE SHARLOTTE
	Hong Kong Joint School Music Association	Joint School Music Competition 2026 - Secondary School Ensemble (Chinese Instruments)	Bronze Award	1B TANG OI LING 1D CHAN KIN KWAN QUINN 1E KWONG HEI YEE HEILEY 2B SUM YAN MEI PHOEBE 2D LUO YI MING 3A QIU YI WEN 3D NG TSZ YAN 4A GUAN WING YIN SANDY 4A LUNG ATHENA
	BGI·Research, Guangdong Provincial Genomics Data Center	2025 MICOS	Bronze Award	1B NG TSZ KEI KATE

	Kiwanis Club Of Hong Kong	Kiwanis Community Service Award	Community Service Award	5A WONG WING TUNG HILARY 5B FUNG YAT KIU
	Hong Kong Red Cross	Red Cross Youth Unit Progressive Programme	Youth Attainment Badge	5B MAI LOK YIN 5C TSE KA LAM 5C ZHOU KA HIM 5D CHAN KATY
May	The Judo Association of Hong Kong, China	Hong Kong Judo For All Tournament 2026	The 2nd Runner-up of the 13-14 age group boys' grade U15, -50kg category	1E ON WANG HEI
	HKSSF	Inter-School Volleyball Competition	2nd Runner-up of Division Three (Kowloon One) Boys B Grade	3A LEUNG TING LONG 3A LI CHUN YAT 3A LIN HO CHUN 3D LEUNG WAI HANG 4B HUANG TSUN HONG 4B LEE KUEN SHING 4B LO TING HIN 4B YEUNG TING CHUN
	School of Life Sciences, The Chinese University of Hong Kong; Soyvestors	"Soyvestor 2.0" STEAM Research Programme	Certificate of Excellence Certificate of Merit	3A HUANG ZHENFENG 3A LEE YEE LAM 3C MAY KING YEUNG 3D YANG YANG 3D NG TSZ YAN 3D CHAN KANG HO 3D FU LAP YIN 3D CHUNG WING SZE 3D LAM YU TUNG 4C YEUNG PUI LAM 4D LUI KA LAM 4D LEUNG LOK TUNG
	Hong Kong Asia International Handbell Association	The 17th Hong Kong International Handbell Olympics 2026	Handchimes Recital - Honors Gold	2C WONG KAM CHEUNG 3A HUANG ZHENFENG 3A LAI SUM YIN 3B CHEN HEI YING 3C LEUNG NOK HANG 3C YIP TSZ YAU 3D YUNG ZACHARY LONG IN 3D HUANG NINGNING 3D WONG HEI LAAM ENNIS 5C LAM SZE YUEN 5C SHEK YUI CHIT GABRIEL 5C CHING CHI YING 5C LAM HOI CHING 5C NGAI LOK YIN
	Association of Principals of Secondary Schools, HKCCCC	HKCCCC Inter-school Badminton Competition 2025-2026	Girls' Doubles 2nd Runner-up Girls' Singles 3rd Runner-up	5C NG HO KIU 3D LEE PEI YAN 3D LEE YEE CHING
	Association of Principals of Secondary Schools, HKCCCC	HKCCCC Inter-school Table Tennis Competition 2025-2026	Girls' Singles Champion	2D WONG KA YAN
	Hong Kong Joint School Music Association	Joint School Music Competition 2026 - Secondary School Chinese Instrument (Suona)	Gold Award	1D CHAN KIN KWAN QUINN
	Hong Kong Joint School Music Association	Joint School Music Competition 2026 - Secondary School Chinese Instrument (Erhu)	Gold Award	3A QIU YI WEN

	Hong Kong Joint School Music Association	Joint School Music Competition 2026 - Choir (Secondary Senior)	Silver Award	4C YU JACKIE JUNIOR 4C LIN XINYI
	Hong Kong Teachers Drama Association Limited	Hong Kong Creative Drama Festival 2026	Merit Award	5C SHEK YUI CHIT GABRIEL 4B CHUNG HOI LI 3D WONG HEI LAAM ENNIS 4A WONG CHING CHING
	Chinese Medicine for all	Hong Kong Primary and Secondary School Chinese Medicine Debate Competition	Bronze Award Bronze Award Bronze Award Bronze Award Top 12 in Hong Kong Best Debater Best Debater	4D TSO CHIN CHING 4A LIU YUEN TING 5C TSE KA LAM 3D WONG KA CHAI 4B CHU WUN YIN 4D TSO CHIN CHING 4A LIU YUEN TING
	City University of Hong Kong Hong Kong Institute for Sustainability	1st World Harmony Sustainable Development Cup	Best Debater (Pro Side) Best Debater (Con Side) Overall Best Debater	4D TSO CHIN CHING
	The HKFYG Jockey Club Media 21	2025/2026 Hong Kong Reading Competition	Secondary Section Merit Award (Putonghua Division)	2A NG NGA KI 2D YEUNG CHI HIN HARRY 2C YU SHUE KWAN 2D CHU WING WONG
	Urban Renewal Authority (URA) and the Department of Applied Social Sciences of The Hong Kong Polytechnic University	URA x PolyU Igniting Social Innovation Competition 2026	Best Team Player and Certificate of Achievement Certificate of Achievement	5C TOU YIM YING,JESSIE 5B CHAN CHING YIU 5B CHENG SUI SUM 4B LI JUAN YI JASON 4B POON KING TO DAVEY 4C YU JACKIE JUNIOR
	Good morning CLASS, Japan Study Guide, and Osaka Sogo College of Design	Hong Kong Secondary School Original Japanese Manga IP Character Creation Competition 2026	Outstanding Award Merit Award	3D MO PUI LAAM 3A MAI JIYU 5A LEE HOI CHUNG
Jun	Hong Kong Schools Music and Speech Association	78th Hong Kong Schools Music Festival	Bronze Award Flute Solo (Junior) Suona Solo (Senior) Graded Piano Solo - Grade Five Yangqin Solo (Intermediate) Marimba Solo (Intermediate) Zheng Solo (Advanced) Vocal Solo - Foreign Language - Soprano - Secondary School - Age 19 or Below Silver Award Zheng Solo (Junior) Graded Piano Solo - Grade Two Guitar Solo (Senior) Vocal Solo - Chinese Language - Soprano - Secondary School - Age 19 or Below	 1B NG TSZ KEI KATE 1D CHAN KIN KWAN 1E HUANG YEUK HAM 1E KWONG HEI YEE 3D YUNG ZACHARY LONG IN 5A AU TSZ KWAN 6D FUNG HOI KIU 1A SO YU HING 1E ON WANG HEI 3D FU LAP YIN 6D FUNG HOI KIU

	IMC Academic Committee	International Maths Challenge	Champion	6B WONG YIN CHUN
	HKSSF	Inter-School Badminton Competition 2025-2026	Division Three (Kowloon One) Boys B Grade 2nd Runner-up	3B HO HON FAN LIGERN 3B LEE CHEUK LOK 3D HUNG CHUN HEI ZION 4A ZHUANG SHI ZHEN 4D CHAN CHUN HEI 4D CHU HO HEI NICKSON
	HKSSF	Inter-School Badminton Competition 2025-2026	Division Three (Kowloon One) Girls Overall Champion Division Three (Kowloon One) Girls B Grade Champion	 2C LIANG FANG 3A LEE YEE LAM 3A WONG YIK CHING 3D LEE PEI YAN 3D LEE YEE CHING 3D YIU LING FEI 4A WONG WING YAN
	Hong Kong Red Cross	Red Cross Youth of the Year in West Kowloon Division	Red Cross Youth of the Year in West Kowloon Division	5C ZHOU KA HIM
	Asian Gifted Education Association	2026 Asia Literary Cup Microfiction Writing Contest	First Runner-Up	5C TSE KA LAM
	International Youth Academic Elite Association	2026 Hong Kong International Academic Essay Challenge	Grand Champion	5C TSE KA LAM
Jul	Mong Kok District Cultural Recreational and Sports Association	Yau Tsim Mong District Inter-school Football Competition in Celebration of the Establishment of the HKSAR 2026 (Secondary School)	Plate 1st Runner-up (Overall 3rd Runner-up)	1D MI XINGYU 2A ZENG ANGUS 3A NG KAM HO 3A YU LANG 3C WONG LOK HIN 4B HUANG SHAOXUAN 4B NG YU SUM 4B TAM POK FONG 4C HUANG MAN CHUN 4C YU TSZ HONG 4D LI CHUN HO 5D CHOI TSZ LONG
	The Football Association of Hong Kong, China	2025-26 Jockey Club Futsal Cup (School Division, U17B)	Merit (Last 8)	3A NG KAM HO 3A OUYANG WING CHUNG 3A YU LANG 4B HUANG SHAOXUAN 4B NG YU SUM 4B TAM POK FONG 4C HUANG MAN CHUN 4C YU TSZ HONG 4D LI CHUN HO 5D CHOI TSZ LONG
	HKSSDC	Hong Kong Secondary Schools Debating Competition	2025-2026 Grand Final KLN & NT Junior Division 1 Champion Speaker of the Match	3C WONG AUBREY WAN 2D WU AN TUNG 3B YEUNG LOK YIN ISAAC 2D WU AN TUNG
	HKSSF	Laurel School Award 2025-2026	Rising Star Athlete Award (B Grade)	3D LEE YEE CHING 4C YEUNG PUI LAM

	Hong Kong Federation of Education Workers	The 16th Teachers' Sports Festival 2026 – Fencing Competition for Teachers and Students (Secondary School Section)	Girls Epee Team 1st Runner-up Boys Foil Team 1st Runner-up	3D SIN MAN NGA 3D LEE PEI YAN 4C NG NGA TUNG 4B WONG YAN HEI 1E LEUNG CAPEN TENGEDAN 2B CHAU TSZ HIN 5A LIU LEO 5C SZETO KWOK SAN
Aug	The Football Association of Hong Kong, China	4-5-7 Futsal Promotion Programme - Youth 7-a-side Summer Holiday Challenge Cup 2026 (U18 Boys)	Champion	3A NG KAM HO 3A OUYANG WING CHUNG 4A LEUNG WAI YU 4B HUANG SHAOXUAN 4B NG YU SUM 4C HUANG MAN CHUN 4C NG HO LUN 4C YU TSZ HONG 4D LI CHUN HO 5A LIU LEO 5D CHOI TSZ LONG

(D) SUMMARY OF SCHOOL'S FINANCIAL POSITION (2025-2026)

Financial Summary (September 2025 to August 2026)					
I. Government Funds		Income (HKD)	Expenditure (HKD)	Surplus/Deficit (HKD)	
Expanded Operating Expenses Block Grant (EOEBG)					
(a) School Specific Grants					
1	Administration Grant	3,987,522.03	(3,674,082.50)		
2	Air-conditioning Grant	565,449.00	(740,204.25)		
3	Capacity Enhancement Grant	609,252.00	(913,500.00)		
4	Composite Information Technology Grant	534,536.00	(575,323.13)		
5	School-based Educational Psychology Service Grant	103,779.00	(115,000.00)		
6	School-based Management Top-up Grant	48,047.00	(46,000.00)		
7	School-based Speech Therapy Administration Recurrent Grant	7,687.00	0.00		
8	School-based Support Scheme for Newly Arrived Children	0.00	0.00		
	Sub-total	5,856,272.03	(6,064,109.88)	(207,837.85)	
(b) Non-School Specific Grant					
	Baseline Reference	1,797,058.38	(1,500,743.92)	296,314.46	
	Total EOEBG (a+b)	7,653,330.41	(7,564,853.80)	88,476.61	
(c) Grants outside EOEBG		Income (HKD)	Expenditure (HKD)	Surplus/Deficit (HKD)	
1	AI for Empowering Learning and Teaching Funding	500,000.00	0.00		
1	AI for Science Education Funding Programme	0.00	0.00		
2	Cash Grant for SB After-school Learning & Support Programmes	54,000.00	(131,769.00)		
3	Committee on Home-school Co-operation Project	26,044.00	(21,825.00)		
4	Diversity Learning Grant - Applied Learning	318,400.00	(318,400.00)		
5	Diversity Learning Grant - Other Languages	4,300.00	(4,300.00)		
6	Diversity Learning Grant - Other Programmes	84,000.00	(108,230.00)		
7	Enhanced Funding for Non-Chinese Speaking(NCS) Students	331,453.00	(331,453.00)		
8	Grant for the Sister School Scheme	0.00	(118,368.16)		
9	Information Technology Staffing Support Grant	343,562.00	(352,050.00)		
10	Learning Support Grant	540,000.00	(480,133.10)		
11	Life-wide Learning Grant	0.00	(403,593.93)		
11	Life-wide Learning & Sister School Grant	1,260,000.00	(969,910.76)		
15	One-off Grant for Promotion of Chinese Culture Immersion Activities	0.00	(39,042.75)		
16	One-off Grant for Promotion of Self-directed Language Learning (English Lang.)	0.00	(85,403.00)		
17	One-off Grant for Promotion of Self-directed Language Learning (Putonghua)	0.00	(63,440.00)		
18	One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools	0.00	(66,665.42)		
19	One-off Grant for Purchase of e-Assessment Tools	0.00	(41,055.64)		
20	One-off Grant on Parent Education (Secondary)	0.00	(29,130.00)		
21	Promotion of Reading Grant	66,176.00	(61,972.54)		
22	Student Activities Support Grant	75,400.00	(75,400.00)		
23	Teacher Relief Grant	5,324,300.00	(5,080,958.00)		
	Sub-total	8,927,635.00	(8,783,100.30)	144,534.70	
	Total Government Funds	16,580,965.41	(16,347,954.10)	233,011.31	(I)
II. School Funds		Income (HKD)	Expenditure (HKD)	Surplus/Deficit (HKD)	
1	Approved Collections for Specific Purposes	229,330.00	(239,230.00)		
2	Celebrations and Entertainment Expenses	0.00	(56,292.58)		
3	Feed-in Tariff Scheme	192,424.00	(154,995.20)		
4	Hire of School Premises - refreshment and travelling allowance	2,939.00	(1,988.80)		
5	IT Innovation Lab in Secondary Schools	292,464.69	(361,597.00)		
6	Other Income & Expenses	43,248.81	(17,787.54)		
7	Quality Education Fund Project	434,100.00	0.00		
8	Staff Training and Development	0.00	(4,185.00)		
9	Tong Fai	103,360.00	0.00		
10	Tuckshop Rental	48,000.00	0.00		
11	Retirement Schemes Expenses and Insurance Premium	0.00	(19,198.68)		
12	School Donations and Scholarships	313,160.15	(124,400.00)		
13	School Major Renovations Projects	0.00	(199,000.00)		
14	School Promotion Expenses	0.00	(71,186.01)		
15	Student Activities Expenses	0.00	(54,894.70)		
16	Student Payment System Charges	0.00	(24,403.70)		
	Total School Funds	1,659,026.65	(1,329,159.21)	329,867.44	(II)
			Surplus for School Year (I+II)	562,878.75	(I)+(II)

(E) APPENDIX

Appendix I Report of Capacity Enhancement Grant (2025/2026)

CCC MING KEI COLLEGE

Report of Capacity Enhancement Grant (2025/2026)

Major Areas of Concern	Resources Required	Time Scale	Budget	Success Criteria	Method of evaluation	Person-in-charge
Employ additional Associate Teachers and Teaching Assistants to relieve teachers' workload in teaching and student-affairs related work	Salary of four contract associate teacher and teaching assistants	September 2025 to August 2026	$743,400.00	Positive feedback from teachers	Feedback from teachers	Ms. NY Lo Ms. W Wong Mr WN Wong
Ceramic Assistant: To facilitate the ceramics learning and teaching process	Salary of one contract part-time or full-time ceramic assistant	September 2025 to August 2026	$170,100.00	Positive feedback from teachers	Feedback from teachers	Mr. SH Lam
		Budgeted Expenditure:	$913,500.00			

Appendix II Financial Report on School-based After School Learning & Support Programmes (2025-2026)

2025/26 學年校本課後學習及支援計劃
校本津貼—活動報告表

學校名稱：中華基督教會銘基書院

負責人姓名： 李佩恩老師 聯絡電話： 2392-3963

A. 校本津貼實際受惠學生人數(人頭)共 115 名(包括 A.領取綜援人數： 23 名，B.學生資助計劃全額津貼人數： 73 名及 C.學校使用酌情權而受惠的清貧學生人數： 19 名)
B. 受資助的各項活動資料

活動名稱／類型[2]	舉辦時期／日期	各類合資格學生人次[3]			平均出席率	實際開支($)	評估方法(例如：測驗、問卷等)	合辦機構／服務供應機構名稱(如適用)	備註(如有)(例如：學生在學業及情意範疇的學習成
		A	B	C					
功課輔導	Sept-Dec 2025 & Feb-May 2026	2	2	3	80%	1,350.00	出席紀錄、問卷及學生在活動時表現	本校	
學習技巧訓練	Oct-Dec 2025 & Mar-May 2026	69	177	8	80%	41,459.00	出席紀錄、問卷及學生在活動時表現	本校	
語文訓練	Nov-Dec 2025	1	2	5	100%	1,110.00	出席紀錄及學生取得滿意成績	香港學校音樂及朗誦協	
參觀／戶外活動	Mar 2026	4	25	0	100%	4,328.00	出席紀錄	本校	
文化藝術活動	Sept 2025-Jun 2026	11	21	7	80%	27,610.00	出席紀錄	本校	
體育活動	Nov 2025-Jan 2026	7	41	0	80%	36,981.00	出席紀錄及學生在活動時表現	本校	
自信心訓練	Mar 2026	6	12	0	100%	1,329.00	出席紀錄	本校	
義工服務	Mar 2026	8	13	0	100%	1,180.00	出席紀錄及學生在活動時表現	本校	
社交／溝通技巧訓練	Mar 2026	35	87	0	100%	16,422.00	出席紀錄及學生在活動時表現	本校	
活動項目總數： 66	**小計：**	143	380	23	**總開支($)：**	131,769.00			
	總計：	546							

備註：
1. 經校本評定為有經濟需要的學生可涵蓋在酌情名額內，其上限為學校領取綜援及全額津貼的學生總人數的 25%。
2. 活動類型包括功課輔導、學習技巧訓練、語文訓練、參觀／戶外活動、文化藝術活動、體育活動、自信心訓練、義工服務、歷奇活動、領袖訓練及社交／溝通技巧訓練。
3. 合資格學生人次指參加每項活動的學生人數，學生參加多於一項活動可重覆計算。

Appendix III Report on the Use of the Student Activities Support Grant (2025-2026)

CCC Ming Kei College
Report on the Use of the Student Activities Support Grant
2025-2026 School Year

(I) Financial Overview

A	Allocation in the Current School Year:	$75,400.00
B	Expenditure in the Current School Year:	$75,400.00
C	Unspent Amount to be Returned to the EDB (A – B):	$0.00

(II) Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	27	$13,033.00
Full-grant under the School Textbook Assistance Scheme	93	$43,517.00
Meeting the school-based financially needy criteria	86	$18,850.00 (capped at 25% of the total allocation for the school year)
TOTAL	206	$75,400.00 (Remark: This item should be equal to the "Expenditure in the Current School Year" in Part I B)

(III) Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please refer to the remark for examples of domain)	Person Times1 of Student Beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					V	I	P	S	C
					V: Values Education I: Intellectual Development (closely linked with curriculum) P: Physical and Aesthetic Development S: Community Service C: Career-related Experiences				
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	School Team Training (included Basketball, Volleyball, Badminton, Fencing, Football)	Physical Education	58	$25,800.00			✓		
2	S.4 Leadership Camp	Leadership Training	24	$7,200.00	✓				
3	S.1 Orientation Camp	Leadership Training	43	$5,480.00	✓				
4	Gospel Camp	Moral, Civic and National Education	1	$200.00	✓				
5	Musical Instruments training	Arts (Music)	6	$1,980.00			✓		
6	78th Hong Kong Schools Music Festival events	Arts (Music)	2	$700.00			✓		
7	Mathematical Olympiad Training Course	Mathematics	5	$160.00		✓			
8	Disney's world of Physics	Physics	5	$925.00		✓			
9	Soybean STEAM Education Project 2.0	Cross-Disciplinary (Others)	5	$2,555.00		✓			
10	再次起飛計劃	Physical Education	24	$1,920.00			✓		
		Expenses for Category 1	173	$46,920.00					

2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	S.5 CSD Tour	Citizenship and Social Development	1	$875.00	✓	✓			
2	Chengdu Tour	Moral, Civic and National Education	8	$4,800.00	✓	✓			
3	Dunhuang and Xi'an Historical, Cultural, and Art Exploration Tour	Moral, Civic and National Education	12	$3,180.00	✓	✓			
4	Singapore Study Tour	Cross-Disciplinary (Others)	5	$10,500.00	✓	✓			
5	Fuzhou Tour	Arts (Visual Arts)	1	$125.00			✓		
6	Korea Seoul Music Tour	Arts (Music)	6	$9,000.00			✓		
		Expenses for Category 2	**33**	$28,480.00					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
		Expenses for Category 3	**0**	**$0.00**					
		Total	**206**	**$75,400.00**					

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for Student Activities Support Grant (Name & Post): Miss Li Pui Yan, Teacher

Appendix IV Annual Report for the Deployment of the Diversity Learning Grant (from 2023/24 to 2025/26 school years)

CCC Ming Kei College
Annual Report for the Deployment of the Diversity Learning Grant (from 2023/24 to 2025/26 school years)

DLG funded Pro-gramme	Strategies & benefits anticipated	Name of Courses	Duration of the course	Target Students	Evaluation of student learning/ success indicators	Teacher -in -charge	Evaluation
Applied Learning	• To offer a range of Applied Learning courses for students with different learning needs and interests. • Students acquire diversified learning experiences and develop career aspiration.	Courses in the following areas: • Creative studies • Media and communication • Business, Management and Law • Services • Applied science • Engineering and production	180 hours in 2 years	S.5 and S.6 students	• Students successfully completed APL courses • Assessment of students' performance	W Wong YC Yiu	12 students took APL courses in this cohort. 6 attained the distinction (II) level, 2 attained the distinction (I) level and 4 achieved the attained level. Students' performance was satisfactory.
Other pro-grammes	• To offer Music as an elective subject for HKDSE to students through network programme.	• HKDSE Music Network Programme	School years from S.4 to S.6	S.4-S.6 students	• Feedback from Music Department head • Feedback from students	CW Hui	The feedback from Music teacher and DSE Music students was positive. The school could offer a wider range of DSE curriculum for students.
	• To offer talks/visits/ programmes to cater for students with different abilities and to broaden students' horizons	• Courses / visits related to the SS curriculum	Depend-ing on the course arrange ments	S.4-S.6 students	• Feedback from DSE subject department heads • Feedback from students	W Wong DSE subject departme nt heads	Positive feedback was received from teachers and students.
	• To provide leadership training to students to develop their skills and confidence	• Leadership training camp	2 days	S.4 students	• Feedback from teachers and students	NY Lo	Students were able to serve as leaders in school activities and their performance was satisfactory.

CCC Ming Kei College
Evaluation Report on DLG-funded Other Programmes 2025-2026

Subject Department	Music
Name of activity	Music DSE Curriculum
Objectives	To provide more choices of DSE subject to meet students' aptitude
Target	S.4 to S.6 students (DSE Music)
Selection mechanism	Students who are interested in Music
Duration	3-year curriculum
Evaluation	1. Positive feedback was received from students 2. Satisfactory results in 2026 DSE, with 100% level 5 or above
Expenditure	$67,000 (to be paid by the DLG funding)

Subject Department	Tourism and Hospitality Studies
Name of activity	Visit to Mei Ho House
Objectives	To broaden students' exposure to Hong Kong tourism
Target	S.5 students
Selection mechanism	Students studying Tourism and Hospitality Studies
Duration and venue:	2 hours in Mei Ho House
Evaluation	Positive feedback was received from students and teacher. The visit could arouse students' interests and enhance their understanding of Hong Kong tourism
Expenditure	$950 (to be paid by the DLG funding)

Subject Department	Tourism and Hospitality Studies
Name of the activity:	VTC Hospitality and Tourism Institute Experiential Workshop
Objectives	To broaden students' exposure to tourism and hospitality studies
Target	S.4 and S.5 students
Selection mechanism	students studying Tourism and Hospitality Studies
Duration and venue:	2 hours in VTC, Pokfulam
Evaluation	Positive feedback was received from students and teacher. The workshop could enhance students' understanding of tourism and hospitality studies
Expenditure:	$1,000 (to be paid by the DLG funding)

Subject Department	Geography
Name of the activity:	Field trips
Objectives	To enrich students' knowledge in Geography
Target	S.4 to S.6 students
Selection mechanism	Students studying Geography
Duration and venue:	3 days
Evaluation	Positive feedback was received from students and teacher. The trip could enhance students' knowledge of Geography and Geology
Expenditure:	$5,610 (to be paid by the DLG funding)

Subject Department	History
Name of the activity:	Keychain Workshop
Objectives	To enrich students' knowledge in History
Target	S.4 to S.6 students
Selection mechanism	Students studying History
Duration and venue:	2 hours
Evaluation	Positive feedback was received from students and teacher. The workshop enriched students' knowledge in Hong Kong History
Expenditure:	$2,250 (to be paid by the DLG funding)

Subject Department	Physics
Name of the activity:	Disney's World of Physics
Objectives	To broaden students' exposure to Physics in everyday life
Target	S.5 students
Selection mechanism	students studying Physics
Duration and venue:	3 hours in Disneyland
Evaluation	Positive feedback was received from students and teacher. The trip could enhance students' understanding of Physics in everyday life
Expenditure:	$7,480 (to be paid by the DLG funding)

Subject Department	Mathematics
Name of the activity:	CUHK Mathematics Talk
Objectives	To enrich students' knowledge in Mathematics
Target	S.4 to S.6 students
Selection mechanism	Students gifted in Mathematics
Duration and venue:	2 hours in CUHK
Evaluation	Positive feedback was received from students. The talk aroused students' interest in Mathematics
Expenditure:	$1,100 (to be paid by the DLG funding)

Subject Department	Mathematics
Name of the activity:	Science Academy for Young Talents
Objectives	To enrich students' knowledge in STREAM
Target	4 S.5 students
Selection mechanism	Students gifted in Mathematics and STREAM
Duration and venue:	22-24, 27-30 July 2026 in CUHK
Evaluation	Positive feedback was received from students. The course enriched students' knowledge in artificial intelligence and helped them develop their potential in STREAM.
Expenditure:	$6,000 (to be paid by the DLG funding)

Subject Department	Music
Name of the activity:	Korea Music Study Tour
Objectives	To broaden students' exposure in Music
Target	S.4 and S.5 students
Selection mechanism	Students who are interested and talented in Music
Duration and venue:	5 days in Seoul
Evaluation	Positive feedback was received from both students and teachers. Students gained insights into Music performance and appreciation through authentic cultural exposure.
Expenditure:	$1,350 (to be paid by the DLG funding)

Subject Department	E.C.A. Coordination Committee
Name of the activity:	Sports Training Programme
Objectives	To provide students with training in sports
Target	S.4 and S.5 students
Selection mechanism	Sports team members and students studying Physical Education (DSE)
Duration and venue:	October 2025 to May 2026 in school
Evaluation	Positive feedback was received from both students and teachers. Students acquired advanced technical skills that enhance their sports performance.
Expenditure:	$5,490 (to be paid by the DLG funding)

Subject Department	Leadership Training
Name of the activity:	Leadership Training Camp
Objectives	To provide leadership training to senior form students to develop their leadership skills and enhance their confidence
Target	S.4 students
Selection mechanism	S.4 students
Duration and venue:	2 days
Evaluation	Positive feedback was received from both students and teachers. Students served as leaders in school activities and their performance was satisfactory.
Expenditure:	$10,000 (to be paid by the DLG funding)

Subject Department	Academic Committee
Name of the activity:	Japanese course
Objectives	To cater for students' interests to learn Japanese and to prepare students to take the stipulated language examination for the HKDSE (Category C subject)
Target	1 S.6 student
Selection mechanism	Students talented in learning other languages
Duration and venue:	2 years
Evaluation	Positive feedback was received from the student, who successfully passed the Japanese examination and fulfilled the requirements for the HKDSE (Category C subject)
Expenditure:	$4,300 (to be paid by the DLG funding)

Appendix V Report on the Use of Teacher Relief Grant (2025/2026)

CCC MING KEI COLLEGE
Report on the Use of Teacher Relief Grant (2025/2026)

Items	Amount
Balance brought forward from 2024/25	$1,798,681.45
Income received in 2025/26	$ 5,070,925
To employ ten contract teachers and one associate teacher to enhance learning and teaching effectiveness and to relieve teachers' administrative duties in 2025/26	Total salary including MPF contribution: $ 5,058,560
Balance	$1,811,046.45