


# School Report
# 2025-2026

# (1) Our School

- **School Vision and Mission**

  Founded by the former London Missionary Society, the School aims to provide students with quality education built on Christian values and to foster the character and confidence in students to contribute to society and the world.

- **School Goals**
  - To inspire and guide students through the integration of Christian values
  - To build a school community in which both staff and students learn to respect, trust, care and cooperate among both staff and students
  - To enable students to realize their intellectual potential fully, think critically, study independently and communicate effectively
  - To equip students with knowledge and skills in technology for the rapidly evolving landscape of the world
  - To broaden students' cultural awareness and nurture an appreciation for the arts and aesthetics
  - To foster holistic well-being of students, supporting their physical and mental health
  - To cultivate in students a sense of responsibility and commitment of school, family, society, nation and the wider world

- **School Motto**

  Time is precious, treasure every minute

# (2) Achievements and Reflection on Major Concerns

- **Major Concern 1: Enlighten**

| **Achievements** |
|---|
| • Over the past years, STEAM learning through cross-curricular collaboration in Secondary 2 was highly successful. Students designed study pod models, built basic programming skills using micro:bit, and culminated the project with class pitching, achieving strong learning outcomes. The THS Department made solid academic progress by widening students' participation in subject-related activities and strengthening their interest in learning. A key milestone was the completion of the first cycle of the three-year curriculum for Secondary 6. The department also achieved a measurable increase in engagement: the number of students choosing THS in Secondary 4 for 2026–2027 rose to 17, reflecting the effectiveness of departmental initiatives in attracting and motivating learners.<br>• The implementation of CES in Secondary 1 & 2 proceeded smoothly. Learning materials were carefully developed to meet students' needs, and the teaching and assessment process remained seamless. Notably, both Secondary 1 and Secondary 2 CES produced satisfactory grade results, demonstrating consistent curriculum effectiveness. To further ensure alignment, the tryout of the Secondary 1 to 3 GSP—designed to match the CES—was successfully carried out.<br>• The school's cross-curricular collaboration was highly successful in creating more meaningful and connected learning experiences. English and History, History and Chinese-related subjects, CES/CSD and Chinese, History and Geography, as well as STEAM with both History and Geography, worked together to reinforce common themes and skills. Students benefited from integrated learning tasks that strengthened understanding, communication, and inquiry, while building stronger links between knowledge and real-life perspectives. Through shared planning and coordinated classroom activities, students showed improved engagement, deeper conceptual learning, and stronger ownership of learning outcomes. |
| **Reflection** |
| • To further strengthen academic achievement and cross-curricular learning in the next phase of the 3-year plan, improvements can be made through program refinement, more timely feedback cycles, and increased student ownership of learning. To sustain the rise in subject uptake, structured subject exposure activities can be enhanced, and student success stories can be more widely shared to strengthen motivation.<br>• For cross-curricular collaboration, coherence can be improved by mapping key learning objectives and assessment evidence during early planning. Student-led roles in project-based STEAM activities, such as pitching, peer review, and reflection logs, can be further developed to deepen transferable skills and motivation. A common platform for sharing |

resources and best practices across departments should also be established to improve consistency.

**Feedback and Follow-up**

- Following the previous 5-year plan, a 3-year academic development follow-up will focus on deepening learning ownership, strengthening a growth mindset, and enhancing student engagement through purposeful structures. First, students will be supported to take greater responsibility for learning by being guided to reflect on strategies, set achievable goals, and evaluate progress using clear success criteria.
- Second, current platforms will be further leveraged to showcase learning outcomes, including sharing, task-based reflections, and evidence of achievement. These opportunities are intended to strengthen motivation and raise ownership of outcomes.
- Third, the school environment and strategic culture will be reinforced to promote active learning and broad participation. Inquiry-led learning will be emphasized by encouraging students to generate meaningful questions, and by guiding them to connect these questions with curriculum content.
- Fourth, collaborative learning will be strengthened through a deliberate blend of flexible grouping, online forums, Think-Pair-Share, structured in-class discussions, and group presentations. This design will ensure interaction is purposeful, equitable, and aligned with learning targets across classes.

- **Major Concern 2: Empower**

| **Achievements** |
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| • During the 5-year development plan, empowerment for students, parents, and teachers was advanced through targeted capacity building and supportive learning structures. Initial progress was made through more professional staff training and ongoing staff development programmes focused on AI. These initiatives strengthened teachers' ability to apply modern learning tools and data-informed practices to enhance teaching effectiveness and student support.<br><br>• In addition, important milestones were fully achieved through the implementation of a dual class teacher system. The system contributed to the development of a healthy body and mind for both students and teachers by ensuring consistent guidance, closer mentorship, and more responsive academic and personal support. It also helped sustain a caring school culture where responsibility is shared and learners' needs can be addressed more promptly.<br><br>• Further, a pull-out curriculum for NCS was successfully implemented to extend relevant learning opportunities beyond regular lessons. This ensured that NCS students received additional support structured around their learning needs, enabling broader participation and improved learning outcomes. |
| **Reflection** |
| • The 5-year empowerment initiatives were facilitated by professional staff training, especially AI-focused development, which strengthened teachers' capability to adopt modern learning tools and provide more responsive support. Full implementation of the dual class teacher system further enabled clearer mentorship and more timely identification of students' academic and wellbeing needs, while also supporting teachers' professional confidence and shared responsibility. In addition, the successful implementation of a pull-out curriculum for NCS extended learning opportunities and promoted inclusion and equity. Hindering factors included uneven staff readiness and confidence in AI use, which may have contributed to variation in classroom impact. Overall, empowerment proved most sustainable when capacity building was paired with continuous coaching, clear implementation routines, and pragmatic workload considerations. |

| **Feedback and Follow-up** |
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| • In the upcoming 3-year empowerment plan, follow-up actions will focus on strengthening students' personalized learning. Student-directed independent learning will be fostered by piloting generative AI applications, supported by advanced synthesis tools and pedagogy that promote student ownership. Interdisciplinary collaboration will be intensified to improve knowledge integration. Assessment formats will be strategically refined to ensure fairness, accessibility, and validity for diverse learners. Finally, talent identification for external activities and competitions will be strengthened through fair, transparent, and clearly criteria-based selection pathways. |

- **Major Concern 3: EMBRACE**

| **Achievements** |
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| The following summarizes the strategic progress and achievements made over the past two academic years. Evaluation data shows substantial growth in student resilience, risk-taking, social connectivity, and cultural appreciation. Students have successfully transitioned toward a growth mindset, demonstrating a greater willingness to step out of their comfort zones and engage with the broader community.<br>## 1. Embracing Failure and Stepping Out of the Comfort Zone<br>Students have shown a profound shift in resilience, viewing failure and uncertainty as pathways to learning rather than deficits.<br>## Evidence<br>• APASO Q-Score (No Anxiety & No Depressive Symptoms): Increased from 85 (2023-24) to 90 (2025-26). This highlights an enhanced psychological capacity to navigate stress and risks.<br>• Student Stakeholders Survey (Perception Towards Learning): Improved from 3.4 to 3.7 out of 5.0 over the same period, indicating heightened confidence and positivity toward academic challenges.<br>Students actively sought high-risk, high-reward opportunities, moving away from passive learning behaviors:<br>• Entrepreneurship: Launched the inaugural "Supermarket" Lunar New Year Fair Market Project in 2025-26, managing real-world financial and operational risks.<br>• Global Exploration: Ventured into extreme environments through student adventure expeditions to both Antarctica and the Arctic.<br>• Public Discourse: Formed competitive teams for the Model United Nations (MUN) and demonstrated high engagement in the floor speaking sessions of the English Debate Finals.<br>## 2. Connecting with Others and Peer Collaboration<br>A supportive and inclusive school climate has directly countered youth isolation, fostering a deep sense of belonging and collaborative spirit.<br>• APASO School Atmosphere Score (Not Lonely): Progressed significantly from 109 (2023-24) to 116 (2025-26), proving that students feel more anchored and supported by their peers.<br>Internal survey data confirms that students have mastered collaborative skills and actively enjoy |

peer companionship through structured cohort experiences:

- S3 Adventure Day: Built interpersonal trust and communication through shared physical and mental challenges.
- S4 Learning Project: Cultivated peer-to-peer synergy and project management skills through collaborative research.

## 3. Embracing Diversity and Heritage

Students have expanded their worldviews, combining a sophisticated global perspective with a deep appreciation for their immediate cultural roots.

- APASO Global Perspective Q-Score: Rose from 111 (2023-24) to 113 (2025-26).
- APASO Respect for Different Cultural Backgrounds Q-Score: Advanced from 113 (2023-24) to 116 (2025-26).
- Heritage Ambassadors Program: An increasing number of students underwent rigorous training to become historical docents. These ambassadors successfully led history sharing sessions for peers, alumnae, parents, and external guests, preserving and honoring the institutional legacy.

## Conclusion

The data confirms pleasing and comprehensive progress. Students are more daring in the face of failure, highly connected to their peers, globally minded, and deeply rooted in their heritage.

**Reflection**

- The pleasing progress of students in embracing risk, failure, and diversity is primarily driven by the strategic implementation of a whole-school approach. To transform the school atmosphere and reshape student behavior, the administration systematically aligned all stakeholders by sharing core developmental objectives during staff meetings. This structural focus was reinforced during whole-school assemblies, where external guests were invited to share real-world stories of overcoming failure and navigating uncertainty. By shifting from a culture of perfection to one of resilience, the school institutionalized public reinforcement and positive feedback. Recognizing and celebrating students' genuine efforts in public forums effectively gave them the psychological safety needed to step out of their comfort zones.
- This cultural shift was further solidified by the deliberate use of a common language across the entire school community. By sharing and normalizing specific concepts—such as a "growth mindset," "stepping out of the comfort zone," "cultural inclusivity," and "heritage preservation"—the school established a universal vocabulary for staff, students, and parents alike. This shared language helped set transparent, common objectives that bridged the gap

between home and campus. More importantly, it provided students with the exact framework and terminology needed to reflect upon, articulate, and consolidate the personal insights gained from their experiences.

- Finally, the school successfully accelerated student development by leveraging highly noticeable, large-scale events to amplify the impact of its programs. Rather than relying solely on routine classroom instruction, the school seized major institutional milestones to provide wider, high-visibility platforms that strengthened student confidence. A prime example was the recent centenary celebration of the 1926 Heritage, which served as a powerful catalyst to encourage and recruit students into the Heritage Ambassadors program. Publicizing these major events generated a compounding multiplying effect, drawing in active support, validation, and feedback from external stakeholders like parents and alumnae, which deeply reinforced the students' growth.

**Feedback and Follow-up**

- To fortify student resilience when facing uncertainty and risk, the future school development plan will prioritize emotional strength alongside physical well-being. Recognizing that mental stamina relies on physical health, the school will actively promote good habits like proper sleep hygiene and regular exercise. Embedding these routines into daily campus life will cultivate a healthy body, positive mood, and resilient mind, ensuring students possess the holistic vitality needed to confidently navigate future challenges.
- Simultaneously, the school will deepen students' global perspectives and expand their understanding of international frameworks. This strategy will introduce wider, multi-perspective reading programs and structured cross-cultural exchanges, encouraging students to engage directly with diverse cultural narratives. These academic and experiential bridges will help students contextualize their own heritage within a broader global landscape, transforming passive cultural awareness into active global citizenship.
- Finally, the school aims to empower students to step onto public platforms to interact and share their insights directly with the community. Moving beyond the campus, students will receive authentic opportunities to lead external presentations, engage in public forums, and collaborate with civic stakeholders. This outward-facing approach will build communication skills and civic confidence, ensuring graduates become influential, empathetic leaders who can articulate their learning to the world.

- **Major Concern: Engage**

| **Achievements** |
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| • Significant strides occurred in the development of dynamic learning environments. International engagement initiatives proved highly successful, as the implementation of the Sister School Scheme and the execution of the outbound trips reached full completion. These experiences broadened students' global perspectives and cultural literacy.<br>• Regarding digital transformation goals, progress remained ongoing. The Bring Your Own Device (BYOD) initiative and the integration of e-resources were classified as partly achieved. While adoption rates increased, infrastructure and pedagogical support underwent refinement to ensure these tools were leveraged effectively across all subjects. Moving forward, the priority focused on bridging this gap, ensuring that every student maximized learning potential through seamless digital access and high-quality electronic curriculum materials, which ultimately strengthened overall classroom engagement. |
| **Reflection** |
| ◆ The success of the international programs demonstrates that clear planning and strong partnerships with the mainland sister schools and different learning organizations effectively boost student engagement. These trips and the sister school scheme provided valuable global experiences that students found highly motivating. However, the progress of the BYOD and e-resources initiatives was relatively subject to further discussions. Several factors influenced these results. Facilitating factors included high interest from parents and students, alongside a clear vision for modern, flexible learning. Conversely, hindering factors involved differences in student technical setup issues, and the significant time required for teachers to adapt their lesson plans to new digital tools. In conclusion, while international activities met all goals, digital learning faced practical challenges. To improve, future efforts must shift toward providing consistent technical support and better training for staff. Narrowing the gap between technology and teaching methods will ensure that digital tools become as effective as the global exchange programs in supporting student learning. |

| **Feedback and Follow-up** |
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| ◆ In the upcoming 3-year empowerment plan, follow-up actions will focus on engaging students' involvement in different education trends. Students will be nurtured to develop national identity, confidence, and leadership through expanded targeted civic events, enhanced strategies, and sister-school linkages. They will also be empowered to thrive with global perspectives through structured engagement with diverse cultures and world affairs. Sustainability awareness will be strengthened through campus green initiatives and learning opportunities. The BYOD policy with an extension to all forms will require further justification on the upcoming achievable successfulness on personalized learning in different AI platforms. |

# (3) Student Performance

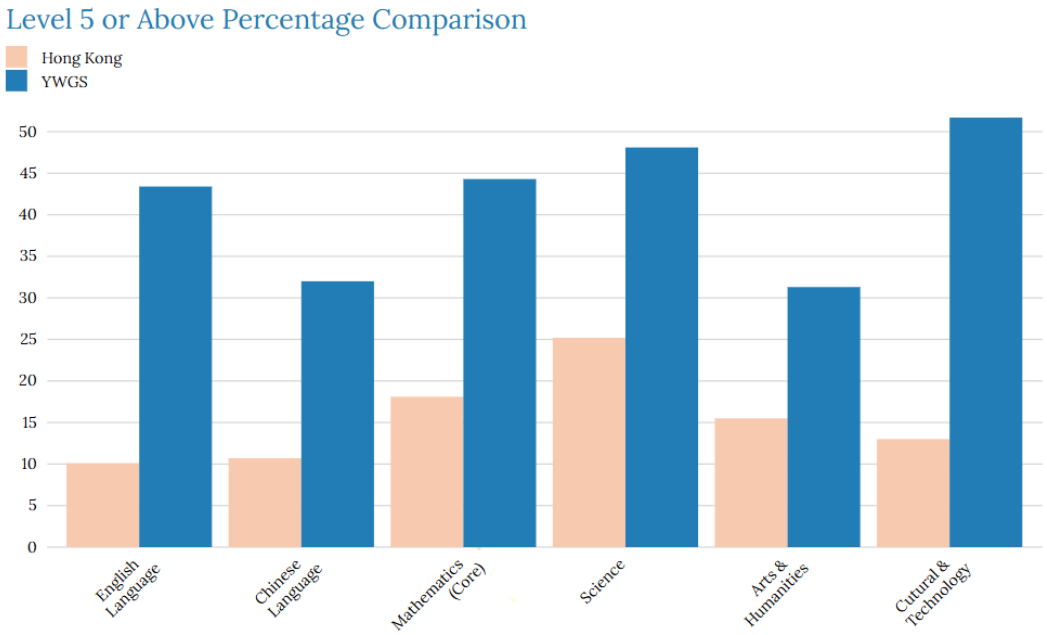
Ying Wa girls are humble, helpful, and respectful. Guided by Christian values, they maintain a simple and modest attitude, while still achieving excellent academic results. They show a strong sense of national identity and care deeply about their community and country. When facing difficulties, our students are resilient and highly determined to succeed. In daily school life, they are self-disciplined, active, and friendly. Instead of being overly competitive with one another, our students share a strong bond of sisterhood and teamwork, growing together into responsible and well-rounded citizens.

## (i) Academic Performance

Public Examination Results:

A total of 122 students sat for this year's HKDSE, delivering outstanding results that significantly exceeded the territory-wide average. Tong Siu Nga (6E) achieved the highest honour by securing Level 5** across seven subjects: Chinese Language, English Language, Mathematics (Compulsory Part), Mathematics Extended Part (Calculus and Statistics), Chinese Literature, Chinese History, and Economics. She also received an "Attained" grade in Citizenship and Social Development (CSD).

<u>HKDSE 2026 Result of YWGS students compared to that of Hong Kong Candidates</u>
Core Subjects at 332A or Better Percentage Comparison
Hong Kong Students: 36.8%
YWGS Students: 97.5%



**(ii) JUPAS 2026 & Further Studies**

This year, 120 students applied through the Joint University Programmes Admissions System (JUPAS), achieving an offer rate over 90%. 2 students entered university through the School Nominations Direct Admission Scheme (SNDAS) to study Bachelor of Medicine and Bachelor of Surgery and Computer Science and Engineering in The Chinese University of HK.

The following shows the statistics of JUPAS 2026 & further studies:

Students with Degree Offers from Local or Overseas Universities: 96%

Destinations of Students Pursuing Local Degree Programmes

| | |
|---|---|
| The University of Hong Kong | 15% |
| The Chinese University of HK | 32% |
| The HK University of Science and Technology | 9% |
| The H K Polytechnic University | 13% |
| City University of HK | 8% |
| Hong Kong Baptist University | 6% |
| Lingnan University | 5% |
| The Education University of Hong Kong | 2% |
| Hong Kong Metropolitan University | 4% |
| Others | 5% |

(iii)Other Academic and Non-academic Awards

**Academic and Cultural Prizes 學術及文化**

1. Youth Arch Students Improvement Awards 2025
(The Youth Arch Foundation)

| | | | |
|---|---|---|---|
| Merits | HE LOK YEE | 何樂頤 | 2A |
| | MA CHI YAN | 馬智恩 | 2A |
| | CHAU TSZ LAM | 周祉霖 | 2D |
| | LAM KWAN NOK | 林昆諾 | 2D |
| | SIU CHLOE | 蕭可言 | 2E |
| | HO HUI YEE | 何栩誼 | 3C |
| | LEE WING SUM | 李穎心 | 3D |
| | LEUNG CHEUK YAN | 梁綽茵 | 3D |
| | IP CHIN YAU | 葉芊悠 | 3E |
| | XIE MINGYIN | 謝明茵 | 3E |
| | CHAN SUM KIU | 陳芯翹 | 4A |
| | WONG HONG KIU | 王匡翹 | 4A |
| | WONG TSOI YAU | 黃采悠 | 4A |
| | HO JASMINE | 何子澄 | 4B |
| | NG TSZ YING | 吳梓瑩 | 4C |
| | LEE CHEUK YIN | 李焯妍 | 5A |
| | CHAN YAN LAAM | 陳昕嵐 | 5B |
| | SHAM SHANON CHIYAU | 沈子悠 | 5C |
| | LEE HOI KI | 李凱琪 | 5D |
| | GUAN MEINING | 關美寧 | 5E |
| | LO KA WAI | 盧家慧 | 6A |
| | NING RUBY | 寧洳琪 | 6B |
| | LI SZE SHUN | 李思醇 | 6C |
| | LIU MINGRUI | 劉明蕊 | 6D |
| | LAW YI SHEUNG | 羅以襄 | 6E |

2. 魯迅青少年文學獎硬筆書法
(魯迅青少年文學獎(香港)組委會)

| | | | |
|---|---|---|---|
| 良好獎 | TSANG HIN CHING | 曾顯程 | 4B |

3. 「相助·互愛@香港」原子筆中文書法比賽
(香港仔坊會)

| | | | | |
|---|---|---|---|---|
| 高中組 | 季軍 | TSANG HIN CHING | 曾顯程 | 4B |

4. 香港學生書法比賽 2026
(教育局商校合作計劃)

| | | | | |
|---|---|---|---|---|
| 中學硬筆組 | 優異獎 | TSANG HIN CHING | 曾顯程 | 4B |

5. 大灣區優秀學生推選 2025
(香港校董會及香港教育大學)

| | | | |
|---|---|---|---|
| 優等獎 | CHEUNG YIK SHUEN | 張奕璇 | 4C |
| | ZHANG CHI YAN | 張智恩 | 6D |

6. Sir Edward Youde Memorial Prizes 2025/26
(Sir Edward Youde Memorial Fund Council)

| | | | |
|---|---|---|---|
| Scholarship | MAN CHO YAN | 文祖欣 | 6C |
| | TONG SIU NGA | 唐小雅 | 6E |

7. 2025 年香港島傑出學生選舉
(香港島校長聯會)

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|---|---|---|---|---|
| 中西區 - 初中組 | 分區傑出學生 | HO WING YAN | 何穎欣 | 3B |
| 中西區 - 高中組 | 分區傑出學生 | WONG TSZ | 王紫 | 5B |

8. Tomorrow's Guestrooms in the Hotel Industry Competition
(School of Hotel and Tourism Management, The Hong Kong Polytechnic University)

| | | | |
|---|---|---|---|
| Merit | SITU YINGLAN | 司徒穎嵐 | 5C |
| | CHAN YUI CHI | 陳睿姿 | 5D |
| | YEUNG HO YAM | 楊昊鑫 | 5D |
| | HUNG LING TUNG | 孔令彤 | 5E |

9. Chemists Online Self-study Award Scheme (COSAS) 2025
(The Hong Kong Virtual University and The Hong Kong University of Science and Technology)

| | | | |
|---|---|---|---|
| Diamond | CHAU RUI ZI CHARISSE | 周睿孜 | 5A |
| | CHU LOK YING | 朱樂瀅 | 5C |
| | MO HOI TUNG NICOLE | 莫鎧瞳 | 5C |
| | YAU SUET KEI | 游雪琦 | 5C |
| | YUEN SHING YUK | 袁承鈺 | 5C |
| | NG LING YIN KYMERIE | 伍翎然 | 5E |
| | SIU HOI YAN | 蕭凱昕 | 5E |
| Gold | WONG WING LAM | 黃穎琳 | 5C |

10. Student of the Year 2025/26
(South China Morning Post)

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|---|---|---|---|---|
| Sustainability Advocate | 2nd Runner-up | SIU HOI YAN | 蕭凱昕 | 5E |

11. Secondary Schools – The Hong Kong University of Science and Technology Dual Program 2024 Level 2
(The Hong Kong University of Science and Technology)

| | | | | |
|---|---|---|---|---|
| Excellent | | WONG LOK CHING | 黃樂晴 | 6D |

12. ICQ 2025
(ROYAL AUSTRALIAN CHEMICAL INSTITUTE)

| | | | | |
|---|---|---|---|---|
| Intermediate 1: Grade 9 | High Distinction | CHEUNG SUET CHING | 張雪晴 | 4C |
| | | HO LOK HEI | 何樂晞 | 4D |
| | | LEUNG HILARY | 梁煦悠 | 4E |
| | Distinction | CHUI CHUNG YAN | 徐頌恩 | 4D |
| | | KO MEI GWAN | 柯美君 | 4E |
| | Credit | CHEUNG YI TIN | 張爾天 | 4B |
| | | CHEUNG CHING YU YORA | 張靜語 | 4C |
| | | LAI CHEUK TUNG SCARLETTE | 賴卓彤 | 4C |
| | | YEUNG SUM YIN INGRID | 楊心研 | 4C |
| | | CHONG ALETHEA KELMIN XIN | 鍾馨 | 4D |
| Intermediate 2: Grade 10 | High Distinction | CHEUNG SUET NAM | 張雪嵐 | 5C |
| | | CHUNG CHEUK WING ANYSIA | 鍾卓穎 | 5D |
| | | SIU HOI YAN | 蕭凱昕 | 5E |
| | Distinction | CHU LOK YING | 朱樂瀅 | 5C |
| | | ZHOU TSZ CHING | 周子晴 | 5C |
| | | LI CHEUK YING | 李卓縈 | 5D |
| | | CHAU HO CHING CHERRY | 周可呈 | 5E |
| | | FUNG CHEUK CHI | 馮焯芝 | 5E |
| | | HUNG HOI HEI | 洪愷禧 | 5E |
| | Credit | LIU PEIQI | 劉佩淇 | 5A |
| | | LEUNG KAK YEE | 梁格怡 | 5C |
| Senior Level: Grade 11 | Excellence | CHAN HONG KIU | 陳康蕎 | 6C |
| | | WONG LOK CHING | 黃樂晴 | 6D |
| | Distinction | KWONG YIN LAM | 鄺彥霖 | 6B |
| | | YEUNG YAN KIU | 楊恩蕎 | 6B |
| | | LI TSZ NAM KATY | 李祉霖 | 6E |
| | Credit | TSE WING CHI | 謝穎芝 | 6A |
| | | CHAN YIK NGA BETHIA | 陳奕雅 | 6D |

13. Mediation Essay Competition 2026
(Department of Justice)

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|---|---|---|---|---|
| Junior Division | Champion | KATIE YIM | 嚴可婬 | 3D |

14. Harvard Book Prize
(The Harvard Club of Hong Kong Education Fund)

| | | | |
|---|---|---|---|
| Winner | KO CHEUK YAN | 高綽忻 | 5A |
| | YU YUET MAGDALENE | 余悅 | 5C |
| | YEUNG YUET YAN CHARLOTTE | 楊悅昕 | 5E |

15. Hong Kong Federation of Youth Groups English Public Speaking Competition
(Hong Kong Federation of Youth Groups)

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|---|---|---|---|
| District Grand Finalist | LAI YIK TUNG AUDREY | 黎奕彤 | 2D |
| | KATIE YIM | 嚴可婬 | 3D |
| Top District Grand Finalist | NG CHI KEI | 吳子琪 | 4D |

16. The Shaw Prize 2025 Student Engagement Programme – 'Innovating for Tomorrow: A Conversation with The Shaw Laureates 2025'
(Shaw Prize Foundation)

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|---|---|---|---|
| Finalist | LO SZE WAI | 盧詩慧 | 6A |

17. HarvardWE Global Essay Competition
(Harvard Alumni for Global Women's Empowerment)

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| Winner | HO YING YAN | 何盈欣 | 5A |
| Honorable Mention | WONG WING LAM | 黃穎琳 | 5C |

18. Hong Kong Budding Poets Award 2026
(The Hong Kong Academy for Gifted Education)

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|---|---|---|---|---|
| The Outstanding Student Poet Awards | Gold Award (Secondary) | NG CHI KEI | 吳子琪 | 4D |
| | | YU YUET MAGDALENE | 余悅 | 5C |
| | Honorable Mention (Open) | TSOI YUK MAN | 蔡旭玟 | 2C |

19. Hong Kong International School Model United Nations
(Hong Kong International School)

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|---|---|---|---|
| Best Speaker | YIM KATIE | 嚴可婬 | 3D |

20. King George V School Model United Nations
(King George V School)

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|---|---|---|---|---|
| | Best Speaker | YIM KATIE | 嚴可婬 | 3D |
| 21. | Hong Kong Model United Nations<br>(The HKMUN 2026 Executive Board) | | | |
| | Most Improved Award | CHENG CHEUK NAM | 鄭綽濫 | 3C |
| 22. | Hong Kong Baptist University Model United Nations (Fiji)<br>(Hong Kong Baptist University) | | | |
| | Best Position Paper | TSE PEI YOU PRIYA | 謝貝悠 | 3B |
| 23. | Hong Kong Baptist University Model United Nations (Canada)<br>(Hong Kong Baptist University) | | | |
| | Honourable Mention | CHENG CHEUK NAM | 鄭綽濫 | 3C |
| 24. | Inter Cultural Education Model United Nations II (Economics and Social Council)<br>(Inter Cultural Education) | | | |
| | Most Improved Award | YU YUET MAGDALENE | 余悅 | 5C |
| | | WONG WING LAM | 黃穎琳 | 5C |
| 25. | Diocesan Girls' School Model United Nations (NATO)<br>(Diocesan Girls' School) | | | |
| | Best Delegate | LI ANSON | 李樂永 | 4E |
| | | DAURES SOFIA | | 4D |
| 26. | Junior Individual Public Speaking Championships<br>(Hong Kong Debate & Speech Community) | | | |
| | Interpretive Reading 1st Runner-up | YIM KATIE | 嚴可婬 | 3D |
| 27. | 2024-2025 年度第十四屆《香港中學生文藝月刊》「校園創作擂台陣」比賽<br>(香港中學生文藝月刊) | | | |
| | 優異獎 | YAU CHEUK SUM | 邱綽心 | 4E |
| 28. | European Girls' Olympiad in Informatics 2025<br>(European Girls' Olympiad in Informatics 2025 Organizing Committee) | | | |
| | Bronze Medal | LEUNG HILARY | 梁煦悠 | 4E |
| | Honorable Mention | MAN CHO YAN | 文祖欣 | 6C |
| 29. | European Girls' Olympiad in Informatics 2026<br>(European Girls' Olympiad in Informatics 2026 Organizing Committee) | | | |
| | Bronze Medal | LEUNG HILARY | 梁煦悠 | 4E |

30. Hong Kong Secondary School Coding Challenge 2025
(Department of Computer Science, City University of Hong Kong)

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|---|---|---|---|
| Silver Medal | LEUNG HILARY | 梁煦悠 | 4E |
| | CHAU TSZ YING | 周子瑩 | 5D |
| | MAN CHO YAN | 文祖欣 | 6C |
| Bronze Medal | CHAN YI CHING | 陳伊晴 | 4D |
| | CHEUNG SUET NAM | 張雪嵐 | 5C |

31. La Salle - Pui Ching Programming Challenge 2025
(Pui Ching Middle School, La Salle College)

| | | | |
|---|---|---|---|
| Bronze Award | LEUNG HILARY | 梁煦悠 | 4E |
| | MAN CHO YAN | 文祖欣 | 6C |
| | LAW YI SHEUNG | 羅以襄 | 6E |
| Merit | CHAN HOI YAN | 陳鎧欣 | 5C |
| | CHEUNG SUET NAM | 張雪嵐 | 5C |
| | CHAU TSZ YING | 周子瑩 | 5D |

32. Hong Kong Secondary Schools Software Development Invitational Contest 2025
(The Hong Kong Association for Computer Education)

| | | | | |
|---|---|---|---|---|
| Senior Group | Silver Award | CHEUNG SUET NAM | 張雪嵐 | 5C |
| | Bronze Award | LEUNG HILARY | 梁煦悠 | 4E |
| | | MAN CHO YAN | 文祖欣 | 6C |

33. 非專業級軟件能力認證 2025
(中國計算機學會)

| | | | | |
|---|---|---|---|---|
| 提高級第一輪 | 壹等 | LEUNG HILARY | 梁煦悠 | 4E |
| | | CHEUNG SUET NAM | 張雪嵐 | 5C |
| | | LAW YI SHEUNG | 羅以襄 | 6E |
| | 貳等 | LI CHEUK YING | 李卓縈 | 5D |
| | | MAN CHO YAN | 文祖欣 | 6C |
| | 叁等 | CHAU TSZ YING | 周子瑩 | 5D |
| | | WONG HOK UE | 黃學妤 | 5E |
| 入門級第一輪 | 貳等 | HO SZE YIU KYLIE | 何詩瑤 | 3A |
| | | HO WING YAN | 何穎欣 | 3B |
| | | CHEN OI TUNG | 陳愛衕 | 3D |
| | | LI TSZ TUNG | 李紫彤 | 3E |
| | | LEE TSZ WAI | 李芷慧 | 4C |
| | | CHAN YI CHING | 陳伊晴 | 4D |
| | | HO LOK HEI | 何樂晞 | 4D |

| | | | | |
|---|---|---|---|---|
| | | CHAN HOI YAN | 陳鎧欣 | 5C |
| | 叁等 | FANG SUM YI | 方森怡 | 3B |
| 提高級第二輪 | 貳等 | CHEUNG SUET NAM | 張雪嵐 | 5C |
| | 叁等 | LEUNG HILARY | 梁煦悠 | 4E |
| | | MAN CHO YAN | 文祖欣 | 6C |

34. Hong Kong Girls' Olympiad in Informatics 2025/26
(The Hong Kong Association for Computer Education)

| | | | |
|---|---|---|---|
| Gold Medal | LEUNG HILARY | 梁煦悠 | 4E |
| | MAN CHO YAN | 文祖欣 | 6C |
| | LAW YI SHEUNG | 羅以襄 | 6E |
| Silver Medal | CHAN YI CHING | 陳伊晴 | 4D |
| | CHEUNG SUET NAM | 張雪嵐 | 5C |
| Bronze Medal | CHAN HOI YAN | 陳鎧欣 | 5C |
| The Best Young Contestant | LEUNG HILARY | 梁煦悠 | 4E |

35. Hong Kong Olympiad in Informatics 2025/26
(The Hong Kong Association for Computer Education, Education Bureau)

| | | | | |
|---|---|---|---|---|
| Senior Group | Bronze Medal | CHEUNG SUET NAM | 張雪嵐 | 5C |
| | Bronze Medal | MAN CHO YAN | 文祖欣 | 6C |
| | Honourable Mention | CHAU TSZ YING | 周子瑩 | 5D |
| Junior Group | Silver Medal | LEUNG HILARY | 梁煦悠 | 4E |
| | Honourable Mention | LI TSZ TUNG | 李紫彤 | 3E |

36. 全國青少年信息學奧林匹克聯賽 2025
(中國計算機學會)

| | | | |
|---|---|---|---|
| 二等獎 | CHEUNG SUET NAM | 張雪嵐 | 5C |
| 三等獎 | LEUNG HILARY | 梁煦悠 | 4E |

37. 第五屆 NOI 女生競賽
(中國計算機學會)

| | | | |
|---|---|---|---|
| 二等獎 | CHEUNG SUET NAM | 張雪嵐 | 5C |
| 三等獎 | LEUNG HILARY | 梁煦悠 | 4E |

38. International Olympiad in Artificial Intelligence 2026 Hong Kong Qualifier Competition
(IOAI (Hong Kong), Association of I.T. Leaders in Education)

| | | | | |
|---|---|---|---|---|
| Semi-final Round | Silver Award | HO SZE YIU KYLIE | 何詩瑤 | 3A |

39. The Microsoft Office Specialist Championship Hong Kong 2026
(Association of I.T. Leaders in Education, Coding 101, Microsoft)

| | | | | |
|---|---|---|---|---|
| Bronze Award | | HO WING YAN | 何穎欣 | 3B |

40. Cisco Networking Skills Competition 2025
(Association of I.T. Leaders in Education, Cisco Networking Academy)

| | | | | |
|---|---|---|---|---|
| Bronze Award | | WONG HOK UE | 黃學妤 | 5E |

41. 川渝港澳青少年科學大賽 2025-2026
(川渝港澳青少年科學大賽組委會)

| | | | | |
|---|---|---|---|---|
| 全國總決賽 | 一等獎 | LEUNG TSZ TUNG | 梁紫彤 | 2E |
| | 三等獎 | HUNG BO CHING | 洪葆晴 | 2C |
| | | HO CHIT YAN | 何婕忻 | 3C |
| | | CHOW CHO KIU | 周楚蕎 | 3D |
| 香港區決賽 | 一等獎 | LAI LONG KIU | 黎朗蕎 | 2E |
| | | HO SZE YIU KYLIE | 何詩瑤 | 3A |
| | | LI TSZ TUNG | 李紫彤 | 3E |
| | 二等獎 | HUNG BO CHING | 洪葆晴 | 2C |
| | | SZE HEI LAM MELODY | 施熙林 | 2D |
| | | LEUNG TSZ TUNG | 梁紫彤 | 2E |
| | | FANG SUM YI | 方森怡 | 3B |
| | | HO WING YAN | 何穎欣 | 3B |
| | | HO CHIT YAN | 何婕忻 | 3C |
| | | CHOW CHO KIU | 周楚蕎 | 3D |
| | 三等獎 | CHAN SI YU | 陳偲瑀 | 2B |
| | | WONG JAZLYN | 黃旨琳 | 2B |
| | | HO NOK TUNG | 何諾童 | 2E |
| | | KWAN HEI MAN | 關喜文 | 3C |
| | | HUI CHEUK YUET | 許卓悅 | 3D |
| | 優異獎 | LAM KA YI | 林泇誼 | 2B |
| | | TANG ZOE | 鄧淑懿 | 2B |
| | | WU COI YI SANDY | 吳采兒 | 2E |
| | | YUEN LOK YIU | 袁洛瑤 | 3A |

42. International Biology Olympiad – Hong Kong Contest 2025
(Education Bureau and the Hong Kong Academy for Gifted Education (HKAGE))

| | | | | |
|---|---|---|---|---|
| Honourable Mention | | WONG HOI YING SOPHIA | 黃凱盈 | 5E |
| | | WONG LOK CHING | 黃樂晴 | 6D |

43. Hong Kong Brain Bee Competition 2025
(The Hong Kong Brain Foundation)

| | | | | |
|---|---|---|---|---|
| 3rd Runner-up | | PANG HAY YIN HAYLEY | 彭熙妍 | 4D |
| Good | | CHAU HO CHING CHERRY | 周可呈 | 5E |

| | | | | |
|---|---|---|---|---|
| | | KO CHEUK YAN | 高綽忻 | 5A |
| | | YEUNG YUET YAN CHARLOTTE | 楊悅昕 | 5E |
| | | CHAU RUI ZI CHARISSE | 周睿孜 | 5A |
| Satisfactory | | WONG HOI YING SOPHIA | 黃凱盈 | 5E |
| | | YAN YUET NATALIE | 甄悅 | 5E |
| Participation | | CHEUNG CHING YU YORA | 張靜語 | 4C |
| | | KWOK TSZ YU | 郭子榆 | 5C |
| | | SHEK SIU YU | 石兆茹 | 5D |
| | | LIN ENKE | 林恩可 | 5D |
| | | CHAN WAI ANISSA | 陳蕙 | 5B |
| | | CHOW NAM YI ZOE | 周嵐沂 | 5B |
| | | YAU SUET KEI | 游雪琦 | 5C |
| | | YEUNG ZI LEI | 楊子鐳 | 5D |

44. 大灣區資優故事及演說大賽
(君培資優教育)

| | | | | |
|---|---|---|---|---|
| 普通話組 | 銀獎 | YANG JINGHAN | 楊靜涵 | 1A |

45. 第十六屆「普藝盃」朗誦才藝大賽
(香港語藝會)

| | | | |
|---|---|---|---|
| 冠軍 | YANG JINGHAN | 楊靜涵 | 1A |

46. 新市鎮文化教育協會第二十八屆全港中小學普通話演講比賽
(新市鎮文化教育協會)

| | | | |
|---|---|---|---|
| 港島區初中組優異星獎 | YANG JINGHAN | 楊靜涵 | 1A |
| | PAN JUNYAO | 潘雋垚 | 2B |
| | TAM CHIU KI | 譚昭淇 | 4B |
| 港島區初中組良好獎 | CHAN TSZ LAM | 陳紫林 | 1E |
| | NG CHO YU | 伍楚妤 | 2A |
| | TSANG YI CHING | 曾懿澄 | 2A |

47. Princeton Club of Hong Kong Book Award 2026
(Princeton Club of Hong Kong)

| | | | |
|---|---|---|---|
| Scholarship | SIU HOI YAN | 蕭凱昕 | 5E |

48. Link University Scholarship 2025
(Link REIT)

| | | | |
|---|---|---|---|
| Scholarship | CHEN HOI YING | 陳凱瑩 | 6D (2024-25) |

49. Scholarship for Prospective English Teachers (2025/26)
(Education Bureau)

| | | | | |
|---|---|---|---|---|
| Scholarship | | CHENG SIU YING | 鄭小瑩 | 6A (2024-25) |

50. 星島第四十一屆全港校際辯論比賽 2025-2026
(《星島日報》、《英文虎報》及教育局合辦)

| | | | | |
|---|---|---|---|---|
| 第一回合初賽 | 最佳辯論員 | HO YING CHING | 何映澄 | 3E |
| | 最佳交互答問辯論員 | HO YING CHING | 何映澄 | 3E |

51. 第二屆「香港中學精神健康議題辯論比賽」
(本地朋輩情緒支援社企Shelter主辦、啟迪思維訓練中心有限公司協辦)

| | | | | |
|---|---|---|---|---|
| 初賽 | 最佳辯論員 | YEUNG SUM YIN INGRID | 楊心研 | 4C |
| 複賽 | 最佳辯論員 | HO YING CHING | 何映澄 | 3E |

52. 第七屆「全港中學學界辯論比賽」負方賽第一回合
(香港學界辯論聯會主辦)

| | | | |
|---|---|---|---|
| 最佳辯論員 | SO YING KI | 蘇映蓁 | 3C |

53. 第二屆全港中學生日本常識問答比賽
(日本國駐香港總領事館及慕光英文書院)

| | | | |
|---|---|---|---|
| 第五名 | HAU KA HEI | 侯家浠 | 5A |
| | LAU WING YI | 劉穎怡 | 5A |
| | YEH TSZ KIU | 葉子喬 | 5A |

54. History e-Reading Award Scheme 2025
(Education Bureau and the University of Hong Kong e-Learning Development Laboratory)

| | | | |
|---|---|---|---|
| Merit Award | LAW YAT KA | 羅一嘉 | 1E |
| | KWOK WING YAN | 郭穎恩 | 2C |
| | CHEN OI TUNG | 陳愛衕 | 3D |
| | CHEUNG SUET CHING | 張雪晴 | 4C |
| | YEUNG SUM YIN INGRID | 楊心研 | 4C |
| | YIP WAI SZE | 葉韋思 | 4E |
| | LUK SIN CHING | 陸善晴 | 5A |
| | CHAN WAI ANISSA | 陳蕙 | 5B |
| | YEUNG YUET YAN CHARLOTTE | 楊悅昕 | 5E |
| Appreciation Award | WONG YUI TING | 王叡婷 | 2B |
| | KWOK TSZ HUEN CHLOE MEGAN | 郭芷萱 | 2C |
| | MAN YI | 文懿 | 2C |

| | | |
|---|---|---|
| WONG HOI YAN | 黃愷忻 | 2D |
| FANG SUM YI | 方森怡 | 3B |
| CHOW CHO KIU | 周楚蕎 | 3D |
| LEUNG YEE CHING | 梁漪澄 | 4A |
| CHAN SUM IN | 陳心弦 | 4B |
| CHEUNG HOI KEI | 張海錡 | 4B |
| CHEUNG YI TIN | 張爾天 | 4B |
| HAU NA SZE | 侯娜詩 | 4B |
| NG CHI KEI | 吳子琪 | 4D |
| TAI HO NAM CHARLOTTE | 戴可嵐 | 4D |
| RAI SIENNA | | 4D |
| HAU KA HEI | 侯家浠 | 5A |
| YEH TSZ KIU | 葉子喬 | 5A |
| POON CHING LIVIA | 潘晴 | 5B |
| TSANG HAY YAN | 曾晞恩 | 5D |
| LAI HEI YEE | 黎晞儀 | 5D |

55. 全港中學學生會嘉許計劃 2025/26
(學友社)

傑出學生會
可持續發展活動計劃嘉許大獎

| | | |
|---|---|---|
| CHAN HEI TUNG | 陳俙潼 | 5A |
| CHAU RUI ZI CHARISSE | 周睿孜 | 5A |
| CHIU WING KIU WINKY | 趙穎蕎 | 5A |
| POON LOK CHING | 潘樂澄 | 5A |
| CHAN TSZ YAU DION | 陳子悠 | 5B |
| LAM YAN | 林茵 | 5B |
| CHAN HOI YAN | 陳鎧欣 | 5C |
| LEUNG YAN YU | 梁殷語 | 5C |
| MO HOI TUNG NICOLE | 莫鎧瞳 | 5C |
| CHAN MOON TSUN | 陳玟溱 | 5D |
| CHENG CHI YING | 鄭莊瀠 | 5D |
| LAU SUM IN | 劉心弦 | 5D |
| SO YAN KAY | 蘇恩祺 | 5D |
| TAM TSZ YAN | 譚芷因 | 5D |
| YEUNG ZI LEI | 楊子鐳 | 5D |
| CHEUNG WING YIN | 張穎妍 | 5E |
| FUNG CHEUK CHI | 馮焯芝 | 5E |
| LEE TSZ WING | 利芷穎 | 5E |
| WONG HOI YING SOPHIA | 黃凱盈 | 5E |

56. 第二十八屆香港青少年數學精英選拔賽

(全港青年學藝比賽大會、保良局、香港數理教育學會)

| | | | | |
|---|---|---|---|---|
| 三等獎 | | XIAO JUN SHU | 肖雋姝 | 3A |

57. 43rd Hong Kong Mathematics Olympiad

(The Innovation Technology Education Division, EDB and the Department of Mathematics and Information Technology of The Education University of Hong Kong)

| | | | | |
|---|---|---|---|---|
| Individual Event | Third-class Honour | LEUNG HILARY | 梁煦悠 | 4E |
| | Honourable Mention | CHUNG CHEUK WING ANYSIA | 鍾卓穎 | 5D |
| Group Event | Honourable Mention | LEE TSZ WAI | 李芷慧 | 4C |
| | | HO LOK HEI | 何樂晞 | 4D |
| | | LEUNG HILARY | 梁煦悠 | 4E |
| | | CHUNG CHEUK WING ANYSIA | 鍾卓穎 | 5D |

58. 香港數學袋鼠競賽 2025-2026 - 中華基督教會盃

(奇方協會、中華基督教會)

| | | | |
|---|---|---|---|
| 金獎 | WONG YIK KA | 黃繹嘉 | 1A |
| | CHAN SI YU | 陳偲瑀 | 2B |
| | HO SZE YIU KYLIE | 何詩瑤 | 3A |
| | LEUNG HILARY | 梁煦悠 | 4E |
| | WONG KA YAN | 王嘉欣 | 5C |

59. 香港數學袋鼠競賽 2026

(奇方協會)

| | | | | |
|---|---|---|---|---|
| 十年級組 | 三等獎 | LEUNG HILARY | 梁煦悠 | 4E |

60. International Mathematical Olympiad Hong Kong Preliminary Selection Contest 2026

(The International Mathematical Olympiad (Hong Kong) Committee, the Gifted Section of Education Bureau and the Hong Kong Academy for Gifted Education)

| | | | | |
|---|---|---|---|---|
| Honourable Mention | | LEUNG HILARY | 梁煦悠 | 4E |

61. AIMO - 晉級賽 2026

(香港數學奧林匹克協會、亞洲國際數學奧林匹克聯合會)

| | | | |
|---|---|---|---|
| 金獎 | LEUNG HILARY | 梁煦悠 | 4E |
| 銀獎 | SZE HEI LAM MELODY | 施熙林 | 2D |
| | HO LOK HEI | 何樂晞 | 4D |
| 銅獎 | LIU YUK CHING | 劉昱晴 | 1E |
| | IP WAI YU | 葉蔚瑜 | 2A |

| | | | | |
|---|---|---|---|---|
| | | CHAN SI YU | 陳偲瑀 | 2B |
| | | CHOW HO YAN | 周可欣 | 2D |
| | | TONG TUNG YIN | 唐東妍 | 2E |
| | | XIAO JUN SHU | 肖雋姝 | 3A |

62. 華夏盃 - 晉級賽 2026
(華夏盃組委會、中國數學教育研究會、香港數學奧林匹克協會、香港學術競賽協會)

| | | | |
|---|---|---|---|
| 三等獎 | CHEUNG CHING | 張靖 | 2E |

63. 第十一屆陳贊一博士聯校微型小說創作獎 (2024-2025)
(陳贊一博士教育基金有限公司)

| | | | | |
|---|---|---|---|---|
| 初中組 | 優異獎 | WONG LING YAN | 黃菱欣 | 4B |

64. 學生作家培育計劃及徵文比賽 (2024-2025)
(香港中華文化發展聯合會)

| | | | | |
|---|---|---|---|---|
| 初中組 | 優異獎 | HO WING YAN | 何穎欣 | 3B |

65. 3D For Good Challenge
(Learn Root)

| | | | |
|---|---|---|---|
| Champion & Best Presentation Award | CHAN HOI YAN | 陳鎧欣 | 5C |
| | LIN ENKE | 林恩可 | 5D |
| | HUNG LING TUNG | 孔令彤 | 5E |
| | WONG HOK UE | 黃學妤 | 5E |

66. 香港少年工程挑戰賽 - 英萊盃
(亞洲機械人聯盟)

| | | | |
|---|---|---|---|
| Gold Award | HUANG XIAO TONG | 黃曉彤 | 3D |
| | LAU HIN YUET | 劉衍悅 | 3C |
| | TSUI YAN LOK | 徐欣樂 | 3B |
| | LIAO YUEN HEI | 廖婉曦 | 2E |
| Design Award | CHAN HOI YING | 陳凱盈 | 2A |
| | IP WAI YU | 葉蔚瑜 | 2A |
| | LAI CHUNG YAU | 黎頌悠 | 2C |
| | TIAN GLORIA | 田思安 | 2E |

67. 香港少年工程挑戰賽 - 離島盃
(亞洲機械人聯盟)

| | | | |
|---|---|---|---|
| Champion | HUANG XIAO TONG | 黃曉彤 | 3D |
| | LAU HIN YUET | 劉衍悅 | 3C |
| | TSUI YAN LOK | 徐欣樂 | 3B |

| | | | |
|---|---|---|---|
| | LIAO YUEN HEI | 廖婉曦 | 2E |

68. 香港少年工程挑戰賽 - 決賽
(亞洲機械人聯盟、中文大學)

| | | | |
|---|---|---|---|
| 1st Runner-up | HUANG XIAO TONG | 黃曉彤 | 3D |
| | LAU HIN YUET | 劉衍悅 | 3C |
| | TSUI YAN LOK | 徐欣樂 | 3B |
| | LIAO YUEN HEI | 廖婉曦 | 2E |
| Inspire Award | LIN HAN CHU | 林晗楚 | 3B |
| | LAU SUM YU | 劉心瑜 | 3E |
| | HUANG XINYI CINDY | 黃心怡 | 2C |
| | CHOW PUI HUEN TANYA | 周沛萱 | 2D |
| | HONG SHIQI | 洪詩麒 | 2D |

69. Sea-Land-Air Robotics Carnival 2026
(UST)

| | | | |
|---|---|---|---|
| Silver Award | LEE CHI WAN | 李知蘊 | 4C |
| | CHEUNG CHING YU YORA | 張靜語 | 4C |
| | TSANG HIN CHING | 曾顯程 | 4B |
| | LEUNG HILARY | 梁煦悠 | 4E |

70. HKIE END STEM Electronics Bootcamp 2025
(The Hong Kong Institution of Engineers (HKIE))

| | | | |
|---|---|---|---|
| Champion | WONG HOK UE | 黃學妤 | 5E |
| | CHIA LOK YEE | 車樂頤 | 5E |
| | PANG YUEN KI | 彭婉琪 | 6C |

71. 2025-2026 Hong Kong Joint School Game Jam -BitDash
(SPC, YWC, YWGS)

| | | | |
|---|---|---|---|
| 2nd Runner-up | CHEUNG CHING YU YORA | 張靜語 | 4C |
| | LEUNG HILARY | 梁煦悠 | 4E |
| Best Speaker | CHEUNG CHING YU YORA | 張靜語 | 4C |
| | LEUNG HILARY | 梁煦悠 | 4E |

72. 心繫家國：縱橫家國五千年STEAM/AI競技賽
(中華基督教會香港區會中學校長會)

| | | | |
|---|---|---|---|
| 銀獎 | HO WING YAN | 何穎欣 | 3B |
| | CHEN OI TUNG | 陳愛衕 | 3D |
| | HUANG XIAO TONG | 黃曉彤 | 3D |
| | KONG CHUI Y | 孔垂懿 | 3E |
| | LAU SUM YU | 劉心瑜 | 3E |

73. 全港學界航空知識及飛行模擬駕駛比賽
(大灣區青年發展促進會)

| | | | | |
|---|---|---|---|---|
| Excellent | | CHEUNG HEI TUNG | 張晞彤 | 5B |
| | | CHIA LOK YEE | 車樂頤 | 5E |

74. 第六屆 AiTLE 「中小學」創科 VR / AR 設計獎
(香港資訊科技教育領袖協會)

| | | | | |
|---|---|---|---|---|
| 銀獎 | | TSE HOI TON ANTARES | 謝鎧曈 | 1B |
| | | YEUNG YI CHING | 楊以靜 | 1B |
| | | SHEK HEI TUNG | 石晞彤 | 1E |
| | | TANG PEGELLA | 鄧善姿 | 1E |
| | | YEUNG YI SHUN | 楊以純 | 1E |
| 銅獎 | | TANG YUET YI EUNICE | 鄧悅兒 | 1E |
| | | ZEE ZANNA | 徐皚桓 | 1D |

75. 2025/26 Chinese Talent Competition for Non-Chinese Speaking Students
(Curriculum Development Institute)

| | | | | |
|---|---|---|---|---|
| Junior Secondary | Merit | KAUR MANSEERAT | 胡采善 | 2C |

76. The Most Distinguished Student Award 2025-2026
(The Hong Kong Council of the Church of Christ in China)

| | | | | |
|---|---|---|---|---|
| The Most Distinguished Student Award | | SIU HOI YAN | 蕭凱昕 | 5E |

77. 「『童』話歷史」全港中學生網上閱讀獎勵計劃
(香港特別行政區政府教育局)

| | | | | |
|---|---|---|---|---|
| 卓越獎 | | CHAN YUI SUM | 陳芮心 | 1A |
| | | CHOW TSZ KIU ELLIE | 周孜翹 | 1A |
| | | LEE CHLOE | 李紫君 | 1A |
| | | LIU YIMEI | 劉伊湄 | 1A |
| | | QIU VINCCI | 邱伊南 | 1A |
| | | FUNG TSZ CHING | 馮梓情 | 1C |
| | | LO CHO YEE | 羅濢儀 | 2A |
| | | NG CHO YU | 伍楚妤 | 2A |
| | | KWOK WING YAN | 郭穎恩 | 2C |
| | | CHENG TSZ KI | 鄭子淇 | 3A |
| | | CHU PUI CHUN | 朱沛臻 | 3A |
| | | TSANG SUM TUNG | 曾琛童 | 3A |
| | | WONG HAU NAM HANNAH | 黃巧嵐 | 3A |
| | | WONG SUNNY | 王天晴 | 3A |

| | | | |
|---|---|---|---|
| | AU KA TUNG | 區嘉曈 | 3B |
| | CHUNG WAN HEI | 鍾昀希 | 3B |
| | FANG SUM YI | 方森怡 | 3B |
| | HO WING YAN | 何穎欣 | 3B |
| | KO WAN KEI | 高允淇 | 3B |
| | KO WAN YING | 高韻凝 | 3B |
| | LI CHEUK YING | 李卓盈 | 3B |
| | LIN HAN CHU | 林晗楚 | 3B |
| | RAO KATHERINE | 饒嘉依 | 3B |
| | TAMBO GAEA SAHARA NASAM | | 3B |
| | TSANG HOI LAAM | 曾海嵐 | 3B |
| | YEUNG YAN TUNG | 楊欣彤 | 3B |
| | CHEUNG YEE TING | 張爾庭 | 3C |
| | CHOI TSZ YING | 蔡子盈 | 3C |
| | POON CHI CHING | 潘芷澄 | 3C |
| | WEI TSZ HAM | 魏子涵 | 3C |
| | WONG HUI CHING | 黃煦晴 | 3C |
| | YIM TSZ KIU | 嚴子喬 | 4A |
| | LAM TSZ KI | 林子琪 | 4B |
| | CHEUNG YIK SHUEN | 張奕璇 | 4C |
| | HO LOK YI | 何樂兒 | 4E |
| | CHOI PUI YIN | 蔡佩言 | 5A |
| | GONG MAN YUET | 龔文玥 | 5A |
| | MAK WING KIU | 麥穎翹 | 5B |
| | LEE HOI KI | 李凱琪 | 5D |

78. Inter Cultural Education Model United Nations II (General Assembly)
(Inter Cultural Education)

| | | | |
|---|---|---|---|
| Best Delegate | CHAN TSZ YAU DION | 陳子悠 | 5B |

79. The Hong Kong Financial Literacy Championship 2025 - Young Financial Talent Runway
(Hong Kong Economic Journal Education, EDB and the Hong Kong Monetary Authority)

| | | | |
|---|---|---|---|
| Merit Team | CHONG CHEUK KI | 莊焯棋 | 6C |
| | LI TUNG TUNG | 李彤彤 | 6D |
| | ZHANG CHI YAN | 張智恩 | 6D |
| | ZHU QIXUAN | 朱琦軒 | 6D |
| | LEUNG YAN TUNG | 梁恩彤 | 6E |

80. FedEx / JA International Trade Challenge 2025
(Junior Achievement Hong Kong)

| | | | |
|---|---|---|---|
| Hong Kong Winning Team | CHEUNG KIU NGA | 張喬雅 | 6D |
| | ZHU QIXUAN | 朱琦軒 | 6D |

81. HKICPA/HKABE BAFS Mock Examination (2025-2026 Session)
(Hong Kong Institute of Certified Public Accountants)

| | | | |
|---|---|---|---|
| Top Student Awards | ZHU QIXUAN | 朱琦軒 | 6D |

82. EPIC Junior Grand Finale
(Solomon, HKSTP)

| | | | |
|---|---|---|---|
| Top 5 Finalist | KO CHEUK YAN | 高綽忻 | 5A |

83. Hong Kong Economics Olympiad 2026
(Hong Kong Economics Olympiad)

| | | | |
|---|---|---|---|
| Bronze Award | FUNG CHEUK CHI | 馮焯芝 | 5E |
| | WONG HOI YING SOPHIA | 黃凱盈 | 5E |

84. Young Entrepreneurs Development Council - InnoMind® Competition
(Young Entrepreneurs Development Council)

| | | | |
|---|---|---|---|
| HKSTPC Social Impact Techno Award | GONG MAN YUET | 龔文玥 | 5A |
| | CHOW HEI CHING | 周希澄 | 5B |
| | LEE HOI KI | 李凱琪 | 5D |
| | FUNG CHEUK CHI | 馮焯芝 | 5E |

85. HSBC SMART Community Hackathon
(HSBC & HKCSS)

| | | | |
|---|---|---|---|
| Semi-Finalist | GONG MAN YUET | 龔文玥 | 5A |
| | CHOW HEI CHING | 周希澄 | 5B |
| | LEE HOI KI | 李凱琪 | 5D |
| | FUNG CHEUK CHI | 馮焯芝 | 5E |

86. Millennium Entrepreneurship Programme
(Wofoo Social Enterprises)

| | | | |
|---|---|---|---|
| Semi-Finalist | GONG MAN YUET | 龔文玥 | 5A |
| | CHOW HEI CHING | 周希澄 | 5B |
| | NG HIN YEE VICTORIA | 吳衍頤 | 5B |
| | YEUNG SUMMER HO CHING | 楊皓晴 | 5B |
| | LEE HOI KI | 李凱琪 | 5D |

| | | | |
|---|---|---|---|
| YEUNG HO YAM | 楊昊鑫 | 5D |
| FUNG CHEUK CHI | 馮焯芝 | 5E |
| HUNG LING TUNG | 孔令彤 | 5E |

87. Project M^2 Leadership Program 2025
(Solomon Learning Group)

| | | | |
|---|---|---|---|
| Most Valuable Player | FUNG CHEUK CHI | 馮焯芝 | 5E |

**II. Visual Arts 視覺藝術**

1. The 38th Lions Clubs International Peace Poster Contest 2025 – Themed “Together As One”
(The Lions Clubs International District 303)

| | | | |
|---|---|---|---|
| Champion | AU HOI LAM | 區凱琳 | 1D |
| 5th Place | CHAN CHING YIN | 陳靜妍 | 1E |
| Merit | FUNG KWAN YAU | 馮君柔 | 1A |
| | LEE OI YEE CHARLIZE | 李藹兒 | 1B |
| | KO ON YEE | 高安兒 | 1C |

2. The Central and Western District Road Safety Poster Design Competition 2025-2026
(The Central and Western District Road Safety Campaign Committee)

| | | | | |
|---|---|---|---|---|
| Secondary Section | Champion | LI JINRONG | 李瑾榕 | 4E |
| | 2nd Runner-up | NG HOI CHING | 吳鎧澄 | 5C |
| | Meritorious Prize | HUI TIN YUET | 許天悅 | 3C |
| | | HO YING YAN | 何盈欣 | 5A |

3. Exhibition of Student Visual Arts Work 2025/26 — Golden Jubilee
(Education Bureau)

| | | | | |
|---|---|---|---|---|
| Senior Secondary Group | Merit | YOU ZIYU | 游子鈺 | 4E |
| | Finalist | LI SZE SHUN | 李思醇 | 6C |

4. 「共創未來一票・盡顯公民責任」襟章設計比賽
(香港區家長教師會聯會、香港島校長聯會及香港弘德基金會)

| | | | | |
|---|---|---|---|---|
| Junior Secondary Division | Champion | LI YI PUI | 李宜蓓 | 3E |
| | 2nd Place | XU XIN YUE | 許馨月 | 1A |
| | 3rd Place | CHEN KUN CHI | 陳韵芝 | 1A |
| | Commendable Award | KO ON YEE | 高安兒 | 1C |
| | | KONG TSZ CHING | 江紫晴 | 2E |
| | | CHAU YEUK HEI | 周若熙 | 3B |
| | | TAM CHING | 談澄 | 3E |
| Senior Secondary Division | 2nd Place | LI SZE SHUN | 李思醇 | 6C |
| | Commendable | CHENG HEI SHUEN | 鄭希旋 | 4C |

| | | | | |
|---|---|---|---|---|
| | Award | CHIU YU HUNG | 趙宇虹 | 4C |
| | | CHAU RUI ZI CHARISSE | 周睿孜 | 5A |
| | | HO YING YAN | 何盈欣 | 5A |
| | | LEUNG WAI MAN | 梁蔚文 | 5D |
| | | WONG HOK UE | 黃學妤 | 5E |
| | Commendable Award & The Best Creative Award | YOU ZIYU | 游子鈺 | 5E |

5. “Love Our Home, Treasure Our Country” Devotion to Home, Allegiance to Motherland Four-Panel Comic Design Competition
(The Church of Christ in China Hong Kong Council)

| | | | | |
|---|---|---|---|---|
| Junior Section | Champion | LI CHEUK YING | 李卓盈 | 3B |
| Senior Section | Meritorious Prize | YOU ZIYU | 游子鈺 | 5E |

6. To celebrate the 28th anniversary of the establishment of the HKSAR - Panda in National Games with Sentiments in Ink and Brush, Central and Western District Badge Design Competition
(Education Bureau)

| | | | | |
|---|---|---|---|---|
| Secondary School Junior section | 1st Runner-up | KWAN PO YEE | 關寶儀 | 3D |
| | Merit | CHAU YEUK HEI | 周若熙 | 3B |
| | | LIN HAN CHU | 林晗楚 | 3B |
| | | LI YI PUI | 李宜蓓 | 3E |
| | | TAM CHING | 談澄 | 3E |
| Secondary School Senior section | Champion | CHAU RUI ZI CHARISSE | 周睿孜 | 5A |
| | 1st Runner-up | LEUNG NGAI YIU | 梁毅瑤 | 6A |
| | 2nd Runner up | PANG YUEN KI | 彭婉琪 | 6C |
| | | FUNG HIU YEE | 馮曉怡 | 6D |
| | Merit | HO YING YAN | 何盈欣 | 5A |
| | | YOU ZIYU | 游子鈺 | 5E |
| | | WU SHANGLIN | 吳尚霖 | 6A |
| | | NING RUBY | 寧洳琪 | 6B |
| | | SO PUI CA | 蘇霈珈 | 6C |
| | | TSANG CHIU WING SHERYL | 曾昭穎 | 6C |

7. PICASSO International Art Competition 2025 (Internacional de Arte Joven Picasso 2025)
(Casa Museo Picasso and Institut Francais d'Art Contemporain)

| | | | |
|---|---|---|---|
| Outstanding Work Award | LEUNG YI LAM EVELYN | 梁伊琳 | 3B |
| Gold Award | LEUNG YI LAM EVELYN | 梁伊琳 | 3B |

8. “Peaceful Art Sparks” Art Project
(UNESCO)

| | | | |
|---|---|---|---|
| Best Exhibition Work Award | LEUNG YI LAM EVELYN | 梁伊琳 | 3B |

| | | | |
|---|---|---|---|
| Golden Spark Award | LEUNG YI LAM EVELYN | 梁伊琳 | 3B |
| Communication Ambassador for the International Youth Exchange Program | LEUNG YI LAM EVELYN | 梁伊琳 | 3B |

9. The 4th International Youth Art Competition “Per Le Venezie”

(Municipality of Treviso, Italy, Italian Cultural and Art Exchange Association and ShengxinyuArt

| | | | |
|---|---|---|---|
| Gold Award | LEUNG YI LAM EVELYN | 梁伊琳 | 3B |

10. United Nations Sustainable Development Goals - The Beauty Of The Earth Youth Art Exhibition

(Global SDGs and Leadership Development Center and United Nations Institute for Training and Research)

| | | | |
|---|---|---|---|
| Gold Award | LEUNG YI LAM EVELYN | 梁伊琳 | 3B |

11. Animal Photopoetry Creative Challenge 2025/26

(Education Bureau and Ocean Park Hong Kong)

| | | | |
|---|---|---|---|
| Outstanding Award | CHENG HEI SHUEN | 鄭希旋 | 4C |
| Grand Jury Photography Award | CHAU RUI ZI CHARISSE | 周睿孜 | 5A |

12. 香港賽馬會社區資助計劃: 藝育菁英計劃全港青少年繪畫比賽 2026

(香港賽馬會慈善信託基金、香港賽馬會及藝育菁英基金)

| | | | |
|---|---|---|---|
| Merit (Senior section) | CHAU RUI ZI CHARISSE | 周睿孜 | 5A |

**III. Music 音樂**

1. The 78th Hong Kong Schools Music Festival

(The Hong Kong Schools Music and Speech Association)

| | | | | |
|---|---|---|---|---|
| Vocal Solo<br>Foreign Language<br>Age 19 or under - Alto | First | YAN CHEUK NAM | 殷卓嵐 | 4A |
| Violin Concerto<br>Age 13 or under | Third | CHENG TIN YAN KAYLEY | 鄭天恩 | 2A |
| Harmonica Duet | Third | LI CHIU WING JEANNIE | 李昭詠 | 2E |
| Piano Solo (Grade 4) | Third | HO YING CHING | 何映澄 | 3E |
| Piano Solo (Grade 8) | Third | LAW SUM YU | 羅心瑜 | 4C |
| 箏獨奏 - 初級組 | Silver Award | YAU CHEUK SUM | 邱綽心 | 4E |
| Junior Choir<br>Church Music<br>Age 14 or under | Third | Junior Choir | 初級合唱團 | |
| Secondary School Choir<br>Chinese – Girls<br>First Division Senior | Silver Award | Senior Choir | 高級合唱團 | |

2. 2026 Hong Kong Promotion of Performing Arts Festival

(Hong Kong Promotion of Performing Arts Association)

| | | | | |
|---|---|---|---|---|
| Piano (Grade 6) | Second | NG CHEUK YAN | 吳卓葭 | 1C |

3. 全港十八區 - 港島中西區第十三屆音樂比賽
(香港文藝協會)

| | | | | |
|---|---|---|---|---|
| 弦樂組 | 冠軍 | HO NOK TUNG | 何諾童 | 2E |

4. 10th World Harmonica Festival 2025
(World Harmonica Festival)

| | | | | |
|---|---|---|---|---|
| Adult Duo | 1st Runner-up | LI CHIU WING JEANNIE | 李昭詠 | 2E |
| Youth Solo (under 16) | 4th Place | LI CHIU WING JEANNIE | 李昭詠 | 2E |

5. Joint School Music Competition 2026 - Singing Solo - Senior
(Hong Kong Joint School Music Association)

| | | |
|---|---|---|
| Silver Award | KO WAN YING | 高韻凝 3B |

6. Hong Kong Inter-School Choral Festival 2026 - Senior Choir - Choral Competition Cum Masterclass
(The Hong Kong Virtuoso Chorus)

| | | |
|---|---|---|
| Silver Award | Senior Choir | 高級合唱團 |

7. 2025 Hong Kong Youth Music Interflows - String Orchestra Interflow Competition
(Music Office of the Leisure and Cultural Services Department of HKSAR)

| | | |
|---|---|---|
| Silver Award | Senior Choir | 高級合唱團 |

8. Joint School Music Competition 2026 - String Orchestra Competition
(Hong Kong Joint School Music Association)

| | | |
|---|---|---|
| Gold Award | Orchestra | 管弦樂團 |

9. Joint School Music Competition 2026 - Percussion Ensemble Competition
(Hong Kong Joint School Music Association)

| | | |
|---|---|---|
| Gold Award | Percussion Ensemble | 敲擊樂隊 |

10. Joint School Music Competition 2026 - Wind band competition
(Hong Kong Joint School Music Association)

| | | |
|---|---|---|
| Silver Award | Wind band | 管樂隊 |

**IV. Speech 朗誦**

The 77th Hong Kong Schools Speech Festival

(The Hong Kong Schools Music and Speech Association)

| | | | | |
|---|---|---|---|---|
| 中學一、二年級普通話散文獨誦 | 季軍 | PAN JUNYAO | 潘雋垚 | 2B |
| 中學一、二年級普通話詩詞獨誦 | 冠軍 | LI HAM NGA | 李涵雅 | 2E |
| 中學三年級粵語散文獨誦 | 冠軍 | HO YING CHING | 何映澄 | 3E |
| 中學三、四年級普通話散文獨誦 | 亞軍 | TAM CHIU KI | 譚昭淇 | 4B |
| Solo Verse Speaking, Non-Open | Third | SZE NOK YI MAVIS | 施諾宜 | 1B |

**V. Dance 舞蹈**

1. The 62th Schools Dance Festival

(Education Bureau)

| | | | | |
|---|---|---|---|---|
| Chinese Dance (Solo)<br>- 如夢 The Lotus Dream | Honours Award | LUK MEI YUE MELISSA | 陸美如 | 4C |
| Chinese Dance (Solo)<br>- 白鷺 The Egret | Highly Commended Award | YU YAN YU | 余恩予 | 4E |
| Jazz Dance (Duet)<br>- Chase | Highly Commended Award | WONG HONG KIU | 王匡翹 | 4A |
| | | CHOI PAK YIU | 蔡栢瑤 | 4C |
| Chinese Dance (Group)<br>- 槌聽侗音<br>The Laundry Song | Honours Award | Chinese Dance Team | 中國舞蹈隊 | |
| Chinese Dance (Group)<br>- 蘭敍 Story of Orchid | Highly Commended Award | Chinese Dance Team | 中國舞蹈隊 | |
| Jazz Dance (Group)<br>- I'm not perfect but unique | Highly Commended Award | Jazz Dance Team | 爵士舞蹈隊 | |

2. Dance World Cup Asia 2026 Hong Kong Qualifying Match (Junior Solo National & Folklore)

(Dance World Cup Asia)

| | | | | |
|---|---|---|---|---|
| 如夢<br>The Lotus Dream | 4th Place | LUK MEI YUE MELISSA | 陸美如 | 4C |

3. Dance World Cup Asia 2026 Hong Kong Qualifying Match
(Junior Large Group National & Folklore)

(Dance World Cup Asia)

| | | | |
|---|---|---|---|
| 秋水遙<br>A Deep Longing | Silver Award | Chinese Dance Team | 中國舞蹈隊 |
| 槌聽侗音<br>The Laundry Song | Bronze Award | Chinese Dance Team | 中國舞蹈隊 |
| 蘭敍<br>Story of Orchid | 5th Place | Chinese Dance Team | 中國舞蹈隊 |

## VI. Sports 體育

1. Inter School Swimming Competition (Division Two) 2025-2026

(The Schools Sports Federation of Hong Kong, China)

| | | | | |
|---|---|---|---|---|
| Girls C Grade | Champion | Swimming Team | 游泳隊 | |
| Girls Overall | Champion | Swimming Team | 游泳隊 | |
| C Grade<br>100m Breast Stroke | Champion | KONG TSZ CHING | 江紫晴 | 2E |
| A Grade<br>50m Breast Stroke | Champion | NG HOI CHING | 吳鎧澄 | 5C |
| C Grade<br>4x50m Medley Relay | 1st Runner-up | LAW SUM LOK | 羅心樂 | 1C |
| | | NG CHO YU | 伍楚妤 | 2A |
| | | WONG HEI CHING | 黃晞晴 | 2D |
| | | KONG TSZ CHING | 江紫晴 | 2E |
| C Grade<br>200m Breast Stroke | 1st Runner-up | KONG TSZ CHING | 江紫晴 | 2E |
| A Grade<br>100m Freestyle | 2nd Runner-up | WONG KWOK TAO | 黃國桃 | 6E |
| A Grade<br>50m Freestyle | 2nd Runner-up | WONG KWOK TAO | 黃國桃 | 6E |
| C Grade<br>200m Breast Stroke | 3rd Runner-up | PANG HO CHING | 彭皓晴 | 1A |
| C Grade<br>50m Back Stroke | 3rd Runner-up | LAM HEI YU | 林禧妤 | 1B |
| C Grade<br>4x50m Freestyle Relay | 3rd Runner-up | PANG HO CHING | 彭皓晴 | 1A |
| | | LEUNG SHU LAAM ANNETTE | 梁舒嵐 | 1A |
| | | LAM HEI YU | 林禧妤 | 1B |
| | | MA TSZ CHING OLIVIA | 馬芷澄 | 1E |
| B Grade<br>4x50m Freestyle Relay | 3rd Runner-up | KWOK YAN YUET GEMMA | 郭昕玥 | 3D |
| | | XU NGA CHING | 許雅晴 | 3E |
| | | WU YUE ATHENA | 伍玥 | 4D |
| | | CHONG ALETHEA KELMIN XIN | 鍾馨 | 4D |
| B Grade<br>100m Freestyle | 3rd Runner-up | CHONG ALETHEA KELMIN XIN | 鍾馨 | 4D |
| A Grade<br>4x50m Medley Relay | 3rd Runner-up | LUK SIN CHING | 陸善晴 | 5A |
| | | CHAN YAN LAAM | 陳昕嵐 | 5B |
| | | NG HOI CHING | 吳鎧澄 | 5C |
| | | WONG KWOK TAO | 黃國桃 | 6E |

2. Inter School Athletics Competition (Division Two) 2025-2026

(The Schools Sports Federation of Hong Kong, China)

| | | | |
|---|---|---|---|
| Girls Overall | 3rd Runner-up | Athletics Team | 田徑隊 |

| | | | | |
|---|---|---|---|---|
| A Grade 4x400m Relay | Champion | HOMA RACHEL | 馬敏桉 | 4D |
| | | KAN TSZ CHING | 簡梓晴 | 5A |
| | | LEUNG KAK YEE | 梁格怡 | 5C |
| | | WU HIU LAM | 胡曉琳 | 6B |
| B Grade Javelin | 2nd Runner-up | YU YIN LAM | 余彥霖 | 4E |
| A Grade Discus | 2nd Runner-up | CHAN WING KIU | 陳穎翹 | 5C |
| A Grade 800m | 2nd Runner-up | LEUNG KAK YEE | 梁格怡 | 5C |
| C Grade 100m Hurdles | 3rd Runner-up | CHAN HEI YU | 陳晞榆 | 2C |
| A Grade 800m | 3rd Runner-up | KAN TSZ CHING | 簡梓晴 | 5A |

3. Inter School Individual Fencing Competition 2025-2026

(The Schools Sports Federation of Hong Kong, China)

| | | | | |
|---|---|---|---|---|
| B Grade Sabre | Champion | CHENG CHEUK NAM | 鄭綽濫 | 3C |

4. All HK Inter Secondary School Competition 2025-2026

(Hong Kong, China Lacrosse Association)

| | | | |
|---|---|---|---|
| Girls Champion | Lacrosse Team | 棍網球隊 | |
| Top Scorer | LEE TSZ WING | 利芷穎 | 5E |
| MVP | HUNG HOI HEI | 洪愷禧 | 5E |

5. Laurel School Award 2025-2026

(The Schools Sports Federation of Hong Kong, China)

| | | | | |
|---|---|---|---|---|
| B Grade | Rising Star Athlete Award | LEUNG LOK CHING | 梁樂晴 | 3B |
| C Grade | Rising Star Athlete Award | FUNG CHING SIENNA | 馮珵 | 2B |
| C Grade | Rising Star Athlete Award | KONG TSZ CHING | 江紫晴 | 2E |

6. Inter-school Basketball Competition 2025/26 (Division 1)

(The Schools Sports Federation of Hong Kong, China)

| | | | |
|---|---|---|---|
| A Grade | 1st Runner-up | Basketball Team | 籃球隊 |
| B Grade | 1st Runner-up | Basketball Team | 籃球隊 |
| C Grade | 1st Runner-up | Basketball Team | 籃球隊 |
| Overall | 1st Runner-up | Basketball Team | 籃球隊 |

7. NIKE All Hong Kong Schools Jing Ying Basketball Tournament 2025-26
(The Schools Sports Federation of Hong Kong, China)

| | | | | |
|---|---|---|---|---|
| 1st Runner-up | | Basketball Team | 籃球隊 | |
| Leader in Assists | | WU HIU LAM | 胡曉琳 | 6B |
| All-Star Team | | CHENG TSZ TUNG | 鄭芷彤 | 5E |
| All-Star Team | | WU HIU LAM | 胡曉琳 | 6B |

8. 招商杯 2025 年全港青少年 3 人籃球賽
(招商局)

| | | | | |
|---|---|---|---|---|
| U13-G | 亞軍 | CHENG TSZ SHAN | 鄭芷姍 | 1B |
| | | HO NOK CHIN VIENNA | 何諾芊 | 2A |
| | | CUA HEI MAN | 柯希汶 | 2D |
| | | DY TSZ KI | 李旨祈 | 2E |

9. All HK Inter-Secondary Schools 3x3 Basketball Marathon 2024-2025
(The Schools Sports Federation of Hong Kong, China)

| | | | | |
|---|---|---|---|---|
| Junior | 1st Runner-up | HO NOK CHIN VIENNA | 何諾芊 | 2A |
| | | WANG YUYE | 王鈺燁 | 2C |
| | | CUA HEI MAN | 柯希汶 | 2D |
| | | CHOY HIU NAM | 蔡曉楠 | 3A |
| | | LEE YI LAM FIONA | 李宜霖 | 3A |
| | | LEUNG LOK CHING | 梁樂晴 | 3B |
| | | CHEUNG LOK YIU | 張樂瑤 | 4C |
| | | CHAN DANIELLE | 陳沛喬 | 4D |
| | Best Basketball Player | LEE YI LAM FIONA | 李宜霖 | 3A |
| Senior | 3rd Runner-up | HOMA RACHEL | 馬敏桉 | 4D |
| | | TAM HOI YIU | 譚凱遙 | 5A |
| | | LEUNG KAK YEE | 梁格怡 | 5C |
| | | CHENG TSZ TUNG | 鄭芷彤 | 5E |
| | | WU HIU LAM | 胡曉琳 | 6B |
| | | WU MANSHA ANGELA | 吳蔓莎 | 6B |

10. Panasonic 學界籃球邀請賽 2026
(中國香港籃球總會)

| | | | | |
|---|---|---|---|---|
| 季軍 | | HO NOK CHIN VIENNA | 何諾芊 | 2A |
| | | FUNG CHING SIENNA | 馮珵 | 2B |
| | | CHOY HIU NAM | 蔡曉楠 | 3A |

| | | | |
|---|---|---|---|
| LEE YI LAM FIONA | 李宜霖 | 3A |
| TAM HOI SHUN | 譚凱淳 | 3A |
| LEUNG LOK CHING | 梁樂晴 | 3B |
| CHEUNG LOK YIU | 張樂瑤 | 4C |
| HOMA RACHEL | 馬敏桉 | 4D |
| TAM HOI YIU | 譚凱遙 | 5A |
| LEUNG KAK YEE | 梁格怡 | 5C |
| CHENG TSZ TUNG | 鄭芷彤 | 5E |
| WU HIU LAM | 胡曉琳 | 6B |
| WU MANSHA ANGELA | 吳蔓莎 | 6B |

11. 第二十五屆康文盃籃球錦標賽
(中國香港籃球總會)

| | | | |
|---|---|---|---|
| W19 | 季軍 | HO NOK CHIN VIENNA | 何諾芊 2A |
| | | CHOY HIU NAM | 蔡曉楠 3A |
| | | HO CHEUK KI | 何婥琦 3A |
| | | LEE YI LAM FIONA | 李宜霖 3A |
| | | TAM HOI SHUN | 譚凱淳 3A |
| | | LEUNG LOK CHING | 梁樂晴 3B |
| | | CHEUNG LOK YIU | 張樂瑤 4C |
| | | CHAN DANIELLE | 陳沛喬 4D |
| | | HOMA RACHEL | 馬敏桉 4D |
| | | TAM HOI YIU | 譚凱遙 5A |
| | | LEUNG KAK YEE | 梁格怡 5C |
| | | CHENG TSZ TUNG | 鄭芷彤 5E |
| | | WU HIU LAM | 胡曉琳 6B |
| | | WU MANSHA ANGELA | 吳蔓莎 6B |

12. A.S. Watson Group HK Student Sports Awards 2025-2026
(A.S. Watson Group)

| | | |
|---|---|---|
| Certificate of Award | WU HIU LAM | 胡曉琳 6B |

13. 青途學界籃球季前賽 2025
(青途發展社區發展協會)

| | | |
|---|---|---|
| 冠軍 | HO NOK CHIN VIENNA | 何諾芊 2A |
| | CHOY HIU NAM | 蔡曉楠 3A |
| | HO CHEUK KI | 何婥琦 3A |
| | LEE YI LAM FIONA | 李宜霖 3A |
| | LEUNG LOK CHING | 梁樂晴 3B |

| | | | | |
|---|---|---|---|---|
| | | CHEUNG LOK YIU | 張樂瑤 | 4C |
| | | CHAN DANIELLE | 陳沛喬 | 4D |
| | | HOMA RACHEL | 馬敏桉 | 4D |
| | | TAM HOI YIU | 譚凱遙 | 5A |
| | | LEUNG KAK YEE | 梁格怡 | 5C |
| | | CHENG TSZ TUNG | 鄭芷彤 | 5E |
| | | WU HIU LAM | 胡曉琳 | 6B |
| | | WU MANSHA ANGELA | 吳蔓莎 | 6B |
| 得分后 | | HO NOK CHIN VIENNA | 何諾芊 | 2A |
| 三分后 | | HO NOK CHIN VIENNA | 何諾芊 | 2A |
| MVP | | HOMA RACHEL | 馬敏桉 | 4D |

14. 中華基督教會香港區會 - 中學校際排球錦標賽 2026
(中華基督教會香港區會中學校長會體育學習領域工作小組主辦)

| | | | | |
|---|---|---|---|---|
| 女子組 | 冠軍 | Volleyball Team | 排球隊 | |

15. 第三十三屆 YMCA 盃女子排球賽
(香港中華基督教青年會)

| | | | | |
|---|---|---|---|---|
| 季軍 | | Volleyball Team | 排球隊 | |

16. 港島總區禁毒共融排球賽 2025
(西區警區與灣仔警區合辦)

| | | | | |
|---|---|---|---|---|
| 女子組 | 冠軍 | Volleyball Team | 排球隊 | |
| | 最有價值球員 | LAM LAM | 林琳 | 4D |

17. 港島總區禁毒共融排球賽 2026
(西區警區與灣仔警區合辦)

| | | | | |
|---|---|---|---|---|
| 女子組 | 冠軍 | Volleyball Team | 排球隊 | |
| | 最有價值球員 | YU YIN LAM | 余彥霖 | 4E |

18. 2025-2026 青苗排球培訓計劃比賽日
(中國香港排球總會)

| | | | | |
|---|---|---|---|---|
| 女子青年組 | 亞軍 | Volleyball Team | 排球隊 | |
| 女子少年組 | 突出球員表現獎 | HO CHIU WING | 何昭穎 | 3D |

19. 2025-2026 青苗排球培訓計劃發球技術挑戰賽
(中國香港排球總會)

| | | | | |
|---|---|---|---|---|
| 女子組 | 季軍 | CHAN PAK WAI LIANA | 陳柏慧 | 4D |

20. 2025 年「灣區杯」粵港澳大灣區青少年排球邀請賽
(中國香港排球總會)

| | | | | |
|---|---|---|---|---|
| 女子組 | 冠軍 | YU YIN LAM | 余彥霖 | 4E |

21. 2026 香港排球聯賽
(中國香港排球總會)

| | | | | |
|---|---|---|---|---|
| 女子乙組 | 季軍 | Volleyball Team | 排球隊 | |

22. 2026 全國青少年 U17 女排錦標賽
(國家體育總局排球運動管理中心)

| | | | |
|---|---|---|---|
| 第十二名 | YU YIN LAM | 余彥霖 | 4E |

23. AVC Asian Women's U16 Volleyball Championship
(Asian Volleyball Confederation)

| | | | |
|---|---|---|---|
| 8th Place | YU YIN LAM | 余彥霖 | 4E |

**VII. Others 其他**

1. 第一屆香港課外活動十大傑出學生
(香港課外活動主任協會)

| | | | |
|---|---|---|---|
| 十大傑出學生 | LEUNG KAK YEE | 梁格怡 | 5C |

2. 2025-2026 年度香港課外活動優秀學生
(香港課外活動主任協會)

| | | | |
|---|---|---|---|
| 優秀學生表揚獎 | LEUNG KAK YEE | 梁格怡 | 5C |

3. 2025-2026 年度中西區青年急救比賽
(香港紅十字會)

| | | | |
|---|---|---|---|
| 急救挑戰賽冠軍、模擬場景賽冠軍及總冠軍 | CHEUNG HOI KEI | 張海錡 | 4B |
| | CHEUNG SUET CHING | 張雪晴 | 4C |
| | TSANG PUI CHING | 曾沛晴 | 4E |
| | TSUI KI KI ERICA | 徐琦淇 | 4E |
| | LI CHEUK YING | 李卓縈 | 5D |
| 模擬場景賽最佳隊長 | CHEUNG HOI KEI | 張海錡 | 4B |
| 總季軍 | FANG SUM YI | 方森怡 | 3B |

| | | |
|---|---|---|
| NG TSZ SHAN | 吳芷珊 | 3E |
| LO TSZ YIP | 盧梓曄 | 4A |
| MA NGA SEON | 馬雅淳 | 5A |
| WONG KA YAN | 王嘉欣 | 5C |

4. 2025-2026 年度港島總部青年急救比賽
(香港紅十字會)

問答比賽冠軍

| | | |
|---|---|---|
| CHEUNG HOI KEI | 張海錡 | 4B |
| CHEUNG SUET CHING | 張雪晴 | 4C |
| TSANG PUI CHING | 曾沛晴 | 4E |
| TSUI KI KI ERICA | 徐琦淇 | 4E |
| LI CHEUK YING | 李卓縈 | 5D |
| WONG HOI CHING ALLY | 黃鎧晴 | 6E |

5. 2025-2026 年度中西區青年護理比賽
(香港紅十字會)

總季軍

| | | |
|---|---|---|
| NG TSZ SHAN | 吳芷珊 | 3E |
| LO TSZ YIP | 盧梓曄 | 4A |
| CHEUNG HOI KEI | 張海錡 | 4B |
| TSANG PUI CHING | 曾沛晴 | 4E |
| TSUI KI KI ERICA | 徐琦淇 | 4E |

6. 2025-2026 年度港島總部青年步操比賽
(香港紅十字會)

總亞軍

| | | |
|---|---|---|
| FUNG KWAN YAU | 馮君柔 | 1A |
| CHUNG CHOI SHAN | 鍾采珊 | 2E |
| AU KA TUNG | 區嘉曈 | 3B |
| FANG SUM YI | 方森怡 | 3B |
| CHAN SIN TUNG | 陳羨同 | 3D |
| YIP TSZ SHUEN | 葉梓鏇 | 3D |
| CHEUNG HOI KEI | 張海錡 | 4B |
| CHAN HOI LAM | 陳凱嵐 | 3E |
| LI CHEUK YING | 李卓縈 | 5D |

7. 世界紅十字日 2026
(香港紅十字會)

最佳活動帶領獎

| | | |
|---|---|---|
| CHUNG CHOI SHAN | 鍾采珊 | 2E |
| AU KA TUNG | 區嘉曈 | 3B |
| FANG SUM YI | 方森怡 | 3B |
| LUI HOI YAN | 呂海欣 | 3B |

| | | |
|---|---|---|
| CHAN SIN TUNG | 陳羨同 | 3D |
| HUI CHEUK YUET | 許卓悅 | 3D |
| CHEUNG HOI KEI | 張海錡 | 4B |
| HO JASMINE | 何子澄 | 4B |

8. 漸進式活動計劃
(香港紅十字會)

| | | | |
|---|---|---|---|
| 青年榮譽章 | CHAN MING YAN CHELSEA | 陳明恩 | 6B |
| | WONG HOI CHING ALLY | 黃鎧晴 | 6E |

9. 青年導師服務獎
(香港紅十字會)

| | | | |
|---|---|---|---|
| 金獎 | WONG HOI CHING ALLY | 黃鎧晴 | 6E |

10. 2024-2025 年度傑出紅十字青年會員選舉
(香港紅十字會)

| | | | |
|---|---|---|---|
| 團隊傑出青年會員及<br>港島總部傑出紅十字青年會員 | WONG HOI CHING ALLY | 黃鎧晴 | 6E |

# 4) Financial Summary

**Financial Summary for the school year 2025-2026**

| Government Fund | Balance b/d | Income | Expenditure | Surplus/(Deficit) | |
|---|---|---|---|---|---|
| Grant in EOEBG | | | | | |
| Baseline Reference | | 2,384,725.82 | 5,091,142.71 | | |
| Administration Grant | | 4,804,428.00 | 4,804,428.00 | | |
| Composite Information Technology Grant | | 526,777.00 | 276,216.65 | | |
| Air-conditioning Grant | | 633,247.00 | 556,410.43 | | |
| Capacity Enhancement Grant | | 609,252.00 | 608,859.07 | | |
| School-based Management Top-up Grant | | 48,047.00 | 21,000.00 | | |
| School-based Speech Therapy Administration Grant | | 7,687.00 | - | | |
| Other Income (Hire of School, Bank Interest) | | 4,222.22 | - | | |
| | | 9,018,386.04 | 11,358,056.86 | | |
| | | | Deficit Transferred to Subscription | (2,339,670.82) | (i) |
| Grant outside EOEBG | | | | | |
| Committee on Home-school Co-operation Project | | 26,044.00 | 26,044.00 | | |
| Teacher Relief Grant (Annual) | 85,907.49 | 300,348.00 | 224,154.54 | | |
| Teacher Relief Grant (Optional Vacant Post) | 649,940.44 | 1,326,919.65 | 1,959,024.41 | | |
| Learning Support Grant | 34,542.62 | 384,384.00 | 330,886.10 | | |
| Life-wide learning Grant | 894,551.20 | 1,500,000.00 | 1,201,409.00 | | |
| Diversity learning Grant | 67,244.00 | 105,000.00 | 122,260.25 | | |
| Diversity learning Grant - Applied learning Course | | 17,375.00 | 17,375.00 | | |
| Promotion of Reading Grant | 75,429.54 | 77,205.00 | 78,622.43 | | |
| One-off School-base Therapy Set Up Grant | 20,646.00 | | | | |
| School Executive Officer Grant | 20,532.96 | | 20,532.96 | | |
| Student Activities Support Grant | | 35,100.00 | 35,100.00 | | |
| School-based After-School Learning and Support Programmes | | 23,200.00 | 21,630.00 | | |
| Additional funding for Enhancing Support for Learning and Teaching Chinese for NCS Student | 215,134.95 | 883,874.00 | 1,054,143.57 | | |
| Supporting Non-Chinese Speaking Students with Special Educational Need | 97,069.00 | 106,769.00 | 135,594.00 | | |
| One-off Grant on Promotion of Chinese Culture Immersion Activities | 119,562.20 | | 65,043.75 | | |
| One-off Grant on Parent Education | 171,250.00 | | 77,773.80 | | |
| One-off Grant for promotion of Sports Ambience and MVPA60 | 94,180.00 | | 73,000.00 | | |

| | | | | | |
|---|---|---|---|---|---|
| One-off Grant for promotion of Self-directed language Learning (English Lang.) | 197,000.00 | | 75,206.00 | | |
| One-off Grant for promotion of Self-directed language Learning (Putonghua) | 200,000.00 | | 190,000.00 | | |
| AI for Empowering Learning and Teaching Funding Programme | | 500,000.00 | | | |
| Whole School Approach to Integrated Education | | 7,349.00 | 7,349.00 | | |
| IT Innovation Lab Programme | 450,036.00 | 84,624.74 | 483,037.00 | | |
| Quality Education Fund | | 27,480.00 | 27,480.00 | | |
| | 3,393,026.40 | 5,405,672.39 | 6,225,665.81 | | |
| | | | Amount carried forward | 2,573,032.98 | (ii) |
| | | | Total Government Funds | 2,573,032.98 | |

School Fund

| | | | | | |
|---|---|---|---|---|---|
| School Special Fund | 18,477,417.85 | 6,204,894.08 | 3,089,254.01 | | |
| Approved Collections for Specific Purposes | | 4,694,400.00 | 4,457,357.26 | | |
| Tong Fai | 3,052.35 | 349,934.00 | 11,508.90 | | |
| Hire of School | | 2,885.60 | | | |
| Sale of Hymn Book | | 7,745.50 | | | |
| Interest income | | 343,653.40 | | | |
| Student activities Expenses | | 2,681,808.90 | 2,719,731.75 | | |
| Sports Team | | 2,196,372.00 | 2,029,896.98 | | |
| Press Committee | | 3,570.00 | 3,318.41 | | |
| Inter House Committee | | 26,700.00 | 37,890.88 | | |
| Students Association | | 92,944.10 | 37,124.54 | | |
| Interact Club | | 21,569.80 | 15,990.00 | | |
| | 18,480,470.20 | 16,626,477.38 | 12,402,072.73 | | |
| | | | Surplus for School Year | 22,704,874.85 | |
| | | | Deficit Transferred from EOEBG | (2,339,670.82) | (i) |
| | | | Amount carried forward | 20,365,204.03 | |

**Ying Wa Girls' School**

**Programme Evaluation Report for**

**DLG – Other Programmes: Gifted Education for the 2025/26 school year**

| TIC | Programme Title | Objective(s) | Targets (No./level/selection) | Duration/Start Date | Deliverable | Evaluation | Expenditure |
|---|---|---|---|---|---|---|---|
| JN / LN / Others | Programmes included:<br>1. Debate competitions (e.g. trainer fees and competition expenses)<br>2. Art theatre visits (VA & Chinese Language | - To develop students' communication skills<br>- To acquire and appreciate culture and history<br>- To develop cross-curricular activities | S4 – S6 students | Whole year | Debate results, Artwork | 1. 5 S4-5 students became the core pillars of the Chinese Debate Team: between competitions and daily training, they led by example and served as role models for their junior form debaters. Not only did they actively participate in various activities, they also continuously challenged themselves.<br>2. Collaborative projects with the Chinese Literature & Visual Arts Departments were successfully completed, including drama-viewing discussions and planned research integrating national security themes. | $8,185.25 |
| LH | Leadership training camp | - To develop students' leadership skills | S5 – S6 students | September | Individual and group reflections | The camp effectively built students' leadership capacity by blending practical, engaging learning methods. Students demonstrated quick understanding and were able to apply new concepts to plan and deliver higher-quality activities. | $28,000 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| MO | Chinese medicine workshop | - To promote holistic wellness through Chinese medicine education | S5 students | First term | One assignment | Chinese medicine experts engaged S6 students across five classes covering skincare, health preservation, stress, and mental wellbeing. Interactive workshops—featuring handmade herbal sachets, healthy tea bags, and mugwort massage hammers—deepened students' cultural appreciation, personal aspirations, and national identity. | $12,855 |
| AL | Mathematics training workshop | - To enhance problem-solving skills through targeted mathematics training | S4 – S5 students | Whole year | Competitions | Through comprehensive Mathematics Team activities, including targeted training sessions and participation in external competitions, high-achieving students were successfully exposed to advanced mathematical concepts. | $7,000 |
| YF | Chemistry gifted programmes provided by local institutions | - To foster advanced chemistry knowledge among gifted students | S4 – S6 students | Whole year | Sharing in class | S5 students received guidance from the enhancement courses from tertiary institutions. The course instructors were exceptionally good. Students joining the programmes learnt more knowledge than the HKDSE level. | $8,000 |
| TM | Theatre Visit | - To enhance appreciation of drama through live theatre experiences | S4 students | Second term | Sharing & discussion in class | The S4 theatre visit brought students to watch ‘Taming the Dragon’, a series of English adaptions of ‘Romance of the Three Kingdoms’. Through the visit, students were able to develop a greater | $18,220 |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | sense of national identity and appreciation of famous Chinese literary works. | |
| CS | Learning Project | - To encourage civic engagement and social responsibility through hands-on community projects<br>- To develop leadership and resilience through challenging outdoor experiences and team-building activities | S4 students | Second term | Sharing & discussion in class;<br>Individual reflection | The S4 Learning Project, designed to challenge students to transcend their conventional comfort zones. The cohort engaged in one of three specialized syllabi, each administered by an external partner organization: Personal Development via the Outward-Bound School, Sustainable Leadership through Hong Kong Discovery, and Global Leadership overseen by Inter Cultural Education. Synthesizing structured experiential tasks with formal reflective practices, the programme successfully cultivated student resilience, self-evaluation, and interpersonal communication capabilities. Furthermore, participants demonstrated measurable growth in goal-setting, peer collaboration, and adaptive problem-solving. By emphasizing ethical leadership and conscientious decision-making, the initiative successfully reinforced core student values, preparing them to integrate these competencies into their ongoing academic pursuits and daily lives. | $40,000 |

Total income: $172,244.00

Total expenditure: $122,260.25

Balance c/f: $49,983.75

# Ying Wa Girls' School

## Evaluation Report on the Use of the Capacity Enhancement Grant (CEG)
## 2025/26 School Year

**Means by which teachers have been consulted:** Staff Meeting (held during the 2025-2026 school year)
**Number of operating classes:** 30

### 1. Evaluation Implementation Plan

| Task Area / Major Concern | Strategies & Tasks | Anticipated Benefits | Time Scale | Resources Required & Actual Expenditure ($) | Success Criteria | Evaluation Methods | People Responsible |
|---|---|---|---|---|---|---|---|
| Relieving Teacher Workload | Employing contract staff outside the standard establishment:<br><br>Two contract teachers to share teaching loads.<br><br>One office Staff Member to manage non-teaching administrative | Reduces the average teaching periods per week for core teachers<br><br>Relieves teachers from daily mechanical administrative tasks<br><br>Frees up space for lesson planning and student support | Sept 2025 – Aug 2026 | Total Package: (Includes monthly salaries and 5% statutory MPF contributions for 2 teachers and 1 office staff)<br><br>Actual Expenditure: $608,859.07 | Over 80% of teachers agreed in the staff meeting that the added contract staff successfully reduced their clerical and lesson workloads through consultation in the last staff meeting<br><br>Administrative tasks were executed smoothly | Consultation in the last staff meeting<br><br>Performance appraisal reviews for contract staff | Vice Principal (Academic Pursuit) / School Management Team |

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | duties. | | | | | | |

**2. Financial Summary**

| | |
|---|---|
| Approved CEG Budget Allocation for 2025/26 | $609,250.00 |
| **Total Funds Available** | **$609,250.00** |
| **Total Actual Expenditure** | **$608,859.07** |
| **Surplus Carried Forward to 2026/27** | **$390.93** |

# 英華女學校

## 2025/2026 學年「學習支援津貼」財政報告

### （一） 財務概況

| | | |
|---|---|---|
| (a) | 截至上學年可保留的累積盈餘： | 34,542.62 |
| (b) | 本學年的第一期撥款： | $201,802.00 |
| (c) | 本學年的第二期撥款： | $182,582.00 |
| | 本學年總撥款 (b + c)： | $384,384.00 [自動顯示] |
| (d) | 本學年可用金額(總收入) (a + b + c)： | $418,926.62 [自動顯示] |
| (e) | 本學年總開支： | $349,750.10 [自動顯示] |
| (f) | 本學年年終末累積津貼餘款 (d - e)： | $69,176.52 [自動顯示] |
| (g) | 餘款佔本年度撥款的百分比(%) (f)/[(b)+(c)] x 100% | 18% [自動顯示] |

### （二） 項目開支詳情

| 編號 | 項目名稱 | 工作範疇<br>（例如：任教科目、合班分組教學、協作教學、入班支援教學、小組教學、教材製作、推行共融活動、促進家校合作、管理有特殊教育需要學生的資料、處理有特殊教育需要學生的考試特別安排等） | 任期<br>（以月份計算，例如:12個月） | 聘任時段<br>（例如：日/月/年-日/月/年） | 聘用條款<br>（全職／兼職） | 任期總薪金的_____%<br>以「學習支援津貼」支付<br>(%) | 表現指標<br>評估方法 | 成效檢討 | 「學習支援津貼」實際開支[註1]<br>($) |
|---|---|---|---|---|---|---|---|---|---|
| **1. 增聘全職或兼職教師** | | | | | | | | | |
| 1 | 兼職老師 | 協助SEN同學考試調適 | 6個月 | 2/1/2026-12/6/2026 | 兼職 | 100% | / | / | $23,084.00 |
| 2 | 兼職導師 | 課後幫同學補中文及中史 | 12個月 | 1/9/2026-31/8/2026 | 兼職 | 100% | / | / | $23,000.00 |
| 3 | 兼職導師 | 課後幫同學補綜合科學 | 12個月 | 1/9/2026-31/8/2026 | 兼職 | 100% | / | / | $5,925.00 |
| 4 | 兼職導師 | 課後幫同學補數學及英文 | 12個月 | 1/9/2026-31/8/2026 | 兼職 | 100% | / | / | $10,500.00 |
| 5 | 兼職導師 | 課後幫同學補數學 | 12個月 | 1/9/2026-31/8/2026 | 兼職 | 100% | / | / | $6,700.00 |
| 6 | 兼職導師 | 課後幫同學補數理科 | 1個月 | 1/5/2026-31/5/2026 | 兼職 | 100% | / | / | $4,625.00 |
| 7 | 兼職導師 | 課後幫同學補中文 | 1個月 | 1/2/2026-1/3/2026 | 兼職 | 100% | / | / | $1,200.00 |
| | | | | | | | | **第1項開支** | **$75,034.00** |
| **2. 增聘全職或兼職教學助理** | | | | | | | | | |
| 1 | 0.45融合教育助理 | 有特殊教育需要學生的考試特別安排 | 12個月 | 1/9/2026-31/8/2026 | 全職 | 45% | / | / | 197,532 |
| 2 | | | | | | | / | / | |
| 3 | | | | | | | / | / | |
| | | | | | | | | **第2項開支** | **$197,532.00** |

| 編號 | 項目名稱 | 目的<br>（例如：社交訓練、專注力訓練、讀寫訓練/學習支援、為有特殊教育需要學生提供的生涯規劃、支援有精神健康需要學生的服務、支援有特殊教育需要的非華語學生的服務等） | 推行時間[註2]<br>（節數/次數、每節時數、總時數）<br>（如適用） | 負責人員/<br>外聘服務機構名稱<br>（如適用） | 對象 | | 支援的特殊教育需要類別<br>（可多於一項） | 表現指標<br>評估方法 | 成效檢討 | 「學習支援津貼」實際開支<br>($) |
|---|---|---|---|---|---|---|---|---|---|---|
| | | | | | 級別/類別<br>（例如：教師、家長） | 受惠人數 | | | | |
| **3. 外聘服務** | | | | | | | | | | |
| 1 | 臨床教育心理學家 | 支援有精神健康需要學生的服務 | 19小時 | 足印臨床心理服務 | 同學/中一至中五 | 7 | MI | -學生問卷80%對情緒有幫助 | 90%學生表示治療有幫助，經幾次見面，同學能比前穩定 | $33,750.00 |
| 2 | 多元拼圖共融攤位 | 以多元化攤位推動和諧校園訊息，讓學生認識不同類別的特殊教育學生 | 1小時 | 香港青年協會<br>學校社會工作組 | 全校同學 | 200 | / | 學生問卷<br>80%同學提升了對SEN同學的認識 | 學生問卷<br>90%同學提升了對SEN同學的認識 | $4,500.00 |
| 3 | 表達藝術-遊戲治療(上學期) | 以初中ASD/懷疑ASD同學，教授同學與人溝通的技巧，同學彼此建立友誼。 | 9小時 | 隨心學 | 同學/中一至中三 | 4 | ASD | 學生訪談/學生問卷<br>80%對與人溝通增加了信心及提升與人溝通的技巧 | 80%同學表示小組有助提升與同學的溝通技巧 | $12,150.00 |
| 4 | 執行功能學生小組(下學期) | 以初中ASD, ADHD/懷疑ADHD同學，小組設計由本會心理學家、職業治療師及社工等專業團隊設計的「EASE計劃」作藍本，為專注力不足/過度活躍症同學提供訓練。 | 8小時 | 香港耀能協會 | 同學/中一至中三 | 4 | ADHD | 學生訪談/學生問卷<br>80%提升自我管理及情緒管理的方法 | 80%同學表示小組有助掌握自我管理及情緒管理的方法 | $12,600.00 |
| 5 | 言語治療到校服務 | 為在校有言語障礙的同學進行個別言語訓練 | 9小時 | Edge | 同學/中一至中五 | 5 | SPL | 學生訪談/學生問卷<br>80%同學提升語言表達技巧 | 完成評估及個別訓練<br>–<br>治療師掌握同學的問題及能制定相關訓練<br>–<br>90%同學表示訓練提升了語言表達 | $10,350.00 |
| | | | | | | | | | **第3項開支** | **$73,350.00** |
| **4. 購置學習資源** | | | | | | | | | | |
| 1 | | | | | | | | / | / | |
| 2 | | | | | | | | / | / | |
| 3 | | | | | | | | / | / | |
| 4 | | | | | | | | / | / | |
| 5 | | | | | | | | / | / | |
| | | | | | | | | | **第4項開支** | **$0.00** |
| **5. 安排校本學習／共融文化活動、教師培訓及家校合作支援活動** | | | | | | | | | | |
| 1 | 推廣校園融合文化(下學期) | 以 SEN<br>同學為主，與中一至中五有特殊需要的同學協辦「情緒健康周」攤位，從而提升溝通技巧<br>-訓練守護大使 | 3/2/2026-6/2/2026 | / | 全校同學 | 200 | SPLd, DHD,ASD | -學生問卷<br>80%提升自信心，完成負責的工作。 | 90%同學表示攤位非常有趣，能達至紓緩身心的目的 | $3,834.10 |
| 2 | | | | | | | | | | |
| 3 | | | | | | | | | | |
| 4 | | | | | | | | | | |
| 5 | | | | | | | | | | |
| | | | | | | | | | **第5項開支** | **$3,834.10** |
| | | | | | | | | | **本學年總開支** | **$349,750.10** |

註1： 有關如何計算增聘教師或教學助理的「學習支援津貼」實際開支，請閱覽「參考樣本」附頁。

註2： 有關如何填寫服務及活動的推行時間，請閱覽「參考樣本」附頁。

# School-based After-school Learning and Support Programmes 2025/26 s.y.
# School-based Grant (SBG)—Programme Report

Name of school: Ying Wa Girls' School

Staff-in-charge: Ng Wing Wo  Contact telephone no.: 25425127

**A. The total estimated number of eligible students is 72**

[including A. 3 students receiving the Comprehensive Social Security Assistance (CSSA), B. 53 students receiving full grant recipients under the Student Financial Assistance Schemes (SFAS) and C. 14 students covered by discretionary quota[1]]

**B. Activities subsidised by SBG for eligible students' participation**

| Name / Type of activity[2] | Period / Date | Actual person-times[3] of eligible students of different categories | | | Average attendance rate | Actual expenses ($) | Method(s) of evaluation (e.g. test, questionnaire, etc.) | Name of institute / service provider (if applicable) | Remarks, if any (e.g. students' learning outcomes in academic and affective domains) |
|---|---|---|---|---|---|---|---|---|---|
| | | A | B | C | | | | | |
| Enrichment programmes in different KLAs and ECAs | Whole year | | | | 72 | 21,630 | Observation & Questionnaire | The Absolutely Fabulous Theatre Connection Co Ltd, Sino United Electronic Publishing Ltd | Academic domains: Mastering school subjects like Chinese Language, Putonghua and English<br>Affective domains: Beware of learning and engaging in tasks |
| 1. English Theatre | | 3 | 7 | 1 | | | | | |
| 2. Chinese Debate | | 0 | 4 | 0 | | | | | |
| 3. Immersion Putonghua Learning Activity | | 3 | 53 | 14 | | | | | |
| **Total number of activities: 3** | **Sub-total:** | 6 | 64 | 15 | **Total expenses ($):** | 21,630 | | | |
| | **Total:** | 85 | | | | | | | |

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

**Report on the Use of the Promotion of Reading Grant**
**School Year 2025-2026**

**School Name:** Ying Wa Girls' School

## Part 1: Evaluation of the Effectiveness

### 1. Evaluation of achievement of the objectives:

- **Reading Culture & Engagement:** By decentralizing our literary resources and adding extensive collections directly to junior class libraries, literature has integrated into our students' daily social and leisure intervals. Because S1 to S3 students can gain immediate access to their class library at any time, self-initiated reading will become an organic routine throughout the school day.

### 2. Evaluation of strategies:

- **Curriculum-Linked Acquisition:** The strategic procurement of Subject Reference Books directly advanced our cross-curricular learning initiatives. Providing students with subject-specific materials outside their standard textbooks stimulated high-order analytical thinking and supported independent project-based research.

## Part 2: Financial Report

| Item | Details / Breakdowns | Actual Expenses ($) |
|---|---|---|
| **1. Purchase of Books** | | |
| ✔ Printed books | • Printed Books of Library ($26,341.43)<br>• Chinese Books of Classroom Library ($22,579.80)<br>• English Books of Classroom Library ($14,957.00)<br>• Printed Books of SAC ($5,859.20) | 77,122.43 |

| | | |
|---|---|---|
| | • Subject Reference Books for students ($7,385.00) | |
| ✔ e-Books | • eBooks of Library | 1,500.00 |
| **Total** | | **78,622.43** |

Actual spending (25-26): $78,622.43

B/F to 2026-2027: $74,012.11

**Ying Wa Girls' School**
**Report on the Use of the Life-wide Learning and Sister School Grant**
**2025-26**

**Appendix 6**
May 2025 ver.

**Schools are required to upload this Report on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs / IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.**

**^ List of Category of the Activity and Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list):** 【School may click on the "−" on the left to hide this part】

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

## Category 1: Details of Activities

| No. | Name and Description of the Activity | Date | Objective(s) of the Activity | Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved) | | | | Actual Expenses ($) | Name(s) of Mainland sister school(s) (If sister school exchange activity is involved) | Category of the Activity^ | | Evaluation Method^ | | Evaluation Results (Select the suitable option from the pull-down list) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| | | | | Students (Please specify levels and number) | Teachers | School Management | Others (Please specify target and number) | | | (Select one or more suitable option(s) from the pull-down list) | (If "A9 Others" is selected, please provide details in this column) | (Select one or more suitable option(s) from the pull-down list) | (If "B7 Others" is selected, please provide details in this column) | |
| 1.1 | **Local Activities** (including online exchanges) | | | | | | | | | | | | | |
| 1 | Brainstorm Programme | Throughout the year | To enhance the students' social skills, communication skills and build their self-esteem so that they interact with people in a positive way.<br>To learn to face adversity and accept failure.<br>To help students to relieve stress, gain mental balance and relax<br>To foster the ability to focus, and lengthen the attention span.<br>To build confidence and leadership skills.<br>To learn how to serve different kind of people<br>To learn to be self-motivated to participate<br>To explore and expand creativity through games. | 866 | 12 | 0 | 0 | $10,309.20 | | A1 Values Education<br>A2 Intellectual Development | | B5 Observation | | Fully achieved |
| 2 | Mathematics Team Training Workshops | Oct 2025 - March 2026 | To select elite students in Mathematics and train them for competitions | S1: 25<br>S2: 24<br>S3: 8<br>S4,5: 18 | 7 | 0 | 0 | $8,600.00 | | A2 Intellectual Development | | B1 Questionnaire<br>B5 Observation | | Fully achieved |
| 3 | S. 3 Mathematics Competition | 17 Apr 2026 | To create a pleasurable learning experience and a diversified Mathematics game day for S3 students | S3: 164<br>S4 or 5: 16 | 5 | 0 | 0 | $4,000.00 | | A2 Intellectual Development | | B1 Questionnaire | | Fully achieved |
| 4 | Campus TV Team Training | Oct 25 - Mar 26 | A team of student assistants will be trained and equipped with skills and sense in TV programme production | 7 | 0 | 0 | 0 | $15,400.00 | | A5 Career-related Experiences | | B1 Questionnaire | | Fully achieved |
| 5 | School Teams' Training | Whole year | Improve skills and physical fitness | 200 (S1-6) | 0 | 0 | 0 | $370,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | | Fully achieved |
| 6 | Film watching in school | Whole year | To enhance student's awareness of copyright | Whole school | 80 | 4 | 0 | $26,069.33 | | A1 Values Education | | B5 Observation | | Fully achieved |
| 7 | Basketball Competition and Training Camp | Whole year | Improve basketball skills | 40 (S1-6) | 2 | 0 | 0 | $1,784.00 | | A4 Physical and Aesthetic Development | | B5 Observation | | Fully achieved |
| 8 | S3 Adventure Day | 13 Sep | To cultivate better understanding among the students | S3, 160 | 10 | 0 | 0 | $36,680.00 | | A1 Values Education | | B5 Observation | | Fully achieved |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 9 | S4 Learning Project | 27 Apr - 1 May | To learn how to take risk by venturing outside the comfort zone | S4, 150 | 15 | 0 | 0 | $240,000.00 | | A1 Values Education | | B6 Written report and record | | Fully achieved |
| 10 | HK Int. Airport Integrated Tour | 24 Jan 2025 | To understand the Aviation Industry and Development | S1-5, 25 | 0 | 2 | 0 | $3,150.00 | | A7 Digital Education, Artificial Intelligence and STEAM Education | | B5 Observation | | Fully achieved |
| 11 | Robotics workshop | Nov 2025 - Jan 2026 | Engineering & Coding | S1-3, 10 | 0 | 0 | 0 | $11,074.00 | | A7 Digital Education, Artificial Intelligence and STEAM Education | | B5 Observation | | Fully achieved |
| 12 | Aviation & Flight Simulation Workshop | Nov 2025 - Jan 2026 | Aviation knowledge | S1-5, 12 | 0 | 0 | 0 | $7,600.00 | | A7 Digital Education, Artificial Intelligence and STEAM Education | | B7 Others | Competiton | Fully achieved |
| 13 | S6 various activity in OLE | Sept - Nov 2025 | To introduce different activities to students | S6, 122 | 0 | 0 | 0 | $3,008.00 | | A2 Intellectual Development | | B5 Observation | | Fully achieved |
| 14 | S1 various activity in OLE | Jan - Mar 2026 | To introduce different activities to students | S1, 168 | 0 | 0 | 0 | $0.00 | | A7 Digital Education, Artificial Intelligence and STEAM Education | | B5 Observation | | Fully achieved |
| 15 | Astronomy courses | Nov 2025 -Apr 2026 | To offer the experience in stargazing and the use of astronomical equipment | S1-5, 40 | 0 | 0 | 0 | $2,550.00 | | A7 Digital Education, Artificial Intelligence and STEAM Education | | B5 Observation | | Fully achieved |
| 16 | Physics Team | Jan - May 2026 | To train for Physics Olympiad | S4, 6 | 0 | 0 | 0 | $6,000.00 | | A7 Digital Education, Artificial Intelligence and STEAM Education | | B7 Others | Competiton | Fully achieved |
| 17 | End-of-term Activity | 23 - 25 June 2026 | Enrich learning experience | 400 (S1 - S5) | 5 | 0 | 0 | $13,122.00 | | A4 Physical and Aesthetic Development<br>A5 Career-related | | B5 Observation | | Fully achieved |
| 18 | S2 GEO K-Farm Visit | 17 Apr 2026 | To broaden students' horizons and integrate classroom learning into real-life contexts. | S2 (30) | 2 | 0 | 0 | $2,966.00 | | A2 Intellectual Development | | B1 Questionnaire<br>B5 Observation | | Fully achieved |
| 19 | S3 GEO T-Park Visit | 08 May 2026 | To broaden students' horizons and integrate classroom learning into real-life contexts. | S3 (40) | 2 | 0 | 0 | $810.00 | | A2 Intellectual Development | | B1 Questionnaire<br>B5 Observation | | Fully achieved |
| 20 | S5 GEO Fieldwork | 14 Oct 2025<br>16 Apr 2026 | To broaden students' horizons by integrating classroom learning with real-life contexts and meeting HKDSE requirements. | S5 (52) | 3 | 0 | 0 | $1,246.00 | | A2 Intellectual Development | | B1 Questionnaire<br>B5 Observation | | Fully achieved |
| 21 | S6 GEO & THS Geo Park Excursion | 15 Nov 2025 | To broaden students' horizons and integrate classroom learning into real-life contexts. | S6 (36) | 4 | 0 | 0 | $4,820.00 | | A2 Intellectual Development | | B1 Questionnaire<br>B5 Observation | | Fully achieved |
| 22 | Training for the Orchestra and instrumental group - Professional coach | Sept 2025-May 2026 | Music and Orchestral training | S1-S5 | 4 | 0 | 0 | $15,000.00 | | A4 Physical and Aesthetic Development | | B2 School Meeting and Discussion<br>B3 Professional Sharing in School<br>B5 Observation | | Fully achieved |
| 23 | 與北京大學附屬中學、上海上海市控江中學及華東師範大學第二附屬中學線上續約 | 2026年4月至6月 | 續約 | 0 | 1 | 1 | 0 | $0.00 | 北京大學附屬中學、上海上海市控江中學及華東師範大學第二附屬中學 | A6 愛國主義教育 | | B5 觀察 | | Mostly achieved |
| | | | | | | | **Total actual expenses of item 1.1** | **$784,188.53** | | | | | | |
| 1.2 | **Non-local Activities** | | | | | | | | | | | | | |
| 1 | 探訪北京大學附屬中學 | 2026年4月2日至6日 | 和北京高中學生交流;體驗北京高中的校園生活 | S3-S5 (12) | 2 | 1 | 0 | $93,110.00 | 北京大學附屬中學 | A6 愛國主義教育 | | B1 問卷調查 | | Fully achieved |

| | | | | | | | | | | | | | | |
|---|---|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 2 | 乒乓球球隊訓練 | 2026年6月27日至30日 | 和上海高中乒乓球球隊交流球技 | S1-S5 (12) | 2 | 0 | 0 | $81,912.87 | 華東師範大學第二附屬中學 | A4 體藝發展 | | B1 問卷調查 | | Fully achieved |
| 3 | Basketball Team Training To | July-August 2026 | Improve basketball skills | 30 (S1-6) | 3 | 0 | 0 | $88,627.60 | | A4 Physical and Aesthetic Development | | B5 Observation | | Fully achieved |
| 4 | Dance Team DWC Final 2026 (Cancelled) | July 2026 | Showcase their dancing and performance skills to the world | 20 (S1-6) | 2 | 0 | 0 | $0.00 | | A4 Physical and Aesthetic Development | | B5 Observation | | Not achieved |
| 5 | Volleyball Team Training To | July-August 2026 | Improve volleyball skills | 30 (S1-6) | 3 | 0 | 0 | $90,000.00 | | A4 Physical and Aesthetic Development | | B5 Observation | | Not achieved |
| 6 | Zhuhai STEAM 1-day tr | 18 Oct 2025 | AI generated video making & editing | S1-3, 28 | 3 | 0 | 0 | $3,850.00 | | A7 Digital Education, Artificial Intelligence and STEAM Education | | B5 Observation | | Fully achieved |
| 7 | Australia Astronomy Tour | July/Aug 2026 | To offer students the experience in stargazing in overseas and widen the horzions in STEM | S1-5, 20 | 2 | 0 | 0 | $59,720.00 | | A7 Digital Education, Artificial Intelligence and STEAM Education | | B5 Observation | | Fully achieved |
| 8 | Oversea training camp for athletics Team (Cancellation due to not enough students to participate) | July/Aug | Training | S1-S6 (25) | 3 | 0 | 0 | $0.00 | | A4 Physical and Aesthetic Development | | B5 Observation | | Not achieved |
| 9 | *Scandinavian Art (STEAM) Tour to Sweden (Cancellation of tour due to Force Majeure involving the ongoing military conflict and heightened regional instability in Europe)* | 18-27 Jul 2026 | Explore Sweden's art; experience Art in Subway and Environmental Art; Recognize the fusion of art and technology | S2-S5 x 15 | 2 | 0 | 0 | $0.00 | | A1 Values Education<br>A4 Physical and Aesthetic Development<br>A5 Career-related Experiences<br>A7 Digital Education, Artificial Intelligence and STEAM Education | | B3 Professional Sharing in School<br>B7 Others | Art creation, post-tour exhibition, subway art in school with mural painting | Not achieved |
| | | | | | | | **Total actual expenses of item 1.2** | **$417,220.47** | | | | | | |
| | | | | | | | **Total actual expenses (sum of items 1.1 and 1.2)** | **$1,201,409.00** | | | | | | |

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

| Areas | Students' Learning Need | Anticipated Target | Evaluation Result, Reflection and Follow-up |
|---|---|---|---|
| | *(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)* | *(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)* | *(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)* |
| Evaluation & Reflection | Overall Participation Rates: Engagement in school-organized activities is generally high. Equity and Accessibility: Due to subsidy limitations, students have to pay for the majority of overseas tours. | The Grant allows schools to move learning beyond textbooks into real-world contexts. Funding enables schools to collaborate with professional organizations, NGOs, sports associations, and artists to deliver high-quality, specialized programs. The following targets can be met with the subsidy of the Grant: (i) Strengthening National Identity and Citizenship; (ii) Promoting Physical and Aesthetic Well-being; (iii) Developing Generic Skills and STEAM/Intellectual Capabilities; (iv) Facilitating Career Planning and Life Goals; and (v) Fostering Positive Values and Inclusivity. | Overall student participation reached 100%, which was generally satisfactory. Regarding the National Identity & Citizenship aspect, there was a good turnout for cultural exchanges and community service. For Physical & Aesthetic Development, there was broader sports participation beyond elite school teams. Finally, for Generic Skills & STEAM, there was demonstrable growth in teamwork, problem-solving, and critical thinking observed through student projects and competitions. |

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

| No. | Areas | Content of Reflection and Follow-up |
|---|---|---|
| 1 | **Form/Content of the activity** | 問卷調查 |
| 2 | **Time arrangement of the activity** | 合適 |
| 3 | **Organisation and arrangements of the activity** | 交流活動的形式/內容符合預定目標 |
| 4 | **Others (Please specify)** | |

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

| No. | Item | Actual Expenditure* ($) |
|---|---|---|
| 1 | **Procuring equipment, apparatus, instruments (including repair and maintenance fees), mobile applications or software, devices, consumables, and learning resources necessary for implementation of activities under the ambit of the LWLSSG**<br>(Note: The annual total expenditure should not exceed 15% of the allocation of the LWLSSG for the respective school year.) | $0.00 |
| 2 | **Expenses on the visa for students or teachers participating in non-local exchanges or sister school exchanges in the Mainland**<br>(Note: The annual total expenditure should not exceed 5% of the allocation of the LWLSSG for the respective school year.) | $0.00 |
| 3 | **Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland**<br>(Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/ "Operating Expenses Block Grant User Guide for Aided Schools".) | $662.80 |
| 4 | **Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong**<br>(Note: The annual total expenditure should not exceed 5% of the provision for the Sister School Grant component for the respective school year, i.e. $8,250 (for primary and secondary schools) or $8,272 (for special schools).) | $0.00 |
| 5 | **For sister school exchange activities which involve only teachers/school management**<br>(Note: Schools can utilise the LWLSSG of the respective school year (bound by the provision for the Sister School Grant component for the respective school year) or the unspent balance previously retained.) | $0.00 |

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

| | | | |
|---|---|---|---|
| Name of Teacher Responsible for Life-wide Learning: | WONG WAI FONG | Position: | Teacher |
| Name of Teacher Responsible for the Sister School Scheme: | WONG LAI | Position: | Teacher |

# 2025 - 2026 School Year Report on the Use of the Student Activities Support Grant
## Ying Wa Girls' School

## I. Financial Overview

| | | |
|---|---|---|
| A | Allocation in the Current School Year: | $35,100.00 |
| B | Expenditure in the Current School Year: | $35,100.00 |
| 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 | 3 | $1,380.00 |
| Full-grant under the School Textbook Assistance Scheme | 22 | $28,610.00 |
| Meeting the school-based financially needy criteria | 13 | $5,110.00 (capped at 25% of the total allocation for the school year) |
| **Total** | **38** | **$35,100.00** |

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

## III. Details of Expenses

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person-times[1] of student beneficiaries | Actual Expenses ($) | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Values Education | Intellectual Development (closely linked with curriculum) | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| **1. Local activities:** To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them | | | | | | | | | |
| 1 | Sport Team Coach Fee | Physical Educatio | 4 | $6,050.00 | | | | | |
| 2 | Vocal Class Fee | Arts (Music) | 1 | $2,545.00 | | | | | |
| 3 | Dance Team Coach Fee | Physical Educatio | 1 | $1,400.00 | | | | | |
| 4 | S3 Adventure day | Values Education | 25 | $9,040.00 | | | | | |

| No. | Brief Description and Objective of the Activity | Domain (Please select or fill in the domain of the activity as appropriate) | Person-times[1] of student beneficiaries | Actual Expenses ($) | Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected) | | | | |
|---|---|---|---|---|---|---|---|---|---|
| | | | | | Values Education | Intellectual Development (closely linked with curriculum) | Physical and Aesthetic Development | Community Service | Career-related Experiences |
| 5 | S4 Learning Project | Values Education | 7 | $16,065.00 | | | | | |
| **(Please insert rows above if the space provided is insufficient.)** | | | | | | | | | |
| | | **Expenses for Category 1** | **38** | **$35,100.00** | | | | | |
| **2. Non-Local activities:** To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions | | | | | | | | | |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| 4 | | | | | | | | | |
| 5 | | | | | | | | | |
| **(Please insert rows above if the space provided is insufficient.)** | | | | | | | | | |
| | | **Expenses for Category 2** | **0** | **$0.00** | | | | | |
| **3.** To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities | | | | | | | | | |
| 1 | | | | | | | | | |
| 2 | | | | | | | | | |
| 3 | | | | | | | | | |
| **(Please insert rows above if the space provided is insufficient.)** | | | | | | | | | |
| | | **Expenses for Category 3** | **0** | **$0.00** | | | | | |
| | | **Total** | **38** | **$35,100.00** | | | | | |

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): | Wong Wai Fong (Head of ECA) |

# 加強支援非華語學生的中文學與教
# 學校報告（2025/26學年）

## ［須於2026年11月30日或之前提交］

英華女學校

致：教育局非華語學生支援及教育統籌委員會事務組（第一組）

（地址：香港添馬添美道2號政府總部東翼7樓）

本校已實施「中國語文課程第二語言學習架構」（「學習架構」），以確保本校非華語學生[1]與華語同儕享有同等學習中文的機會，並已充分及適當地運用教育局的額外撥款作特定用途，加強支援非華語學生學習中文及建構共融校園。本校亦已在2025/26學年透過一系列校本支援措施（包括推行密集中文學習模式、加強與非華語學生家長溝通等）逐步落實有關計劃。

☐ 本校2025/26學年的總結報告已獲校董會通過。

☑ 本校2025/26學年的總結報告已獲法團校董會通過。

☐ 本校2025/26學年的總結報告已獲學校管理委員會通過。

現將有關要點，闡述如下：

### (一) 實施「學習架構」的整體情況

1. 本校透過多元途徑，提升中文科教師教授非華語學生的專業能力，以便實施「學習架構」，從第二語言學習者的角度，幫助非華語學生有系統地學習中文，以提高他們的學習效能。具體措施包括：

   (i) 教師培訓方面，在全校 3 名教授非華語學生的中文科教師當中，已有 2 名曾在2025/26學年接受相關培訓：（可選多於一項）

   ☐ 單次性有關教授中文作為第二語言的分享會 / 研討會

   ☐ 為期數日有關教授中文作為第二語言的短期課程

   ☐ 教授非華語學生的教師經驗分享會 / 研討會

   ☐ 香港教育大學開辦的為非華語學生而設的中國語文教學專業進修課程

   ☐ 有系統的兼讀制深造證書 / 文憑 / 碩士學位課程

   ☐ 同儕觀課

   ☑ 協作教學

   ☐ 教師網絡活動（請說明）：_____

   ☐ 其他相關培訓（請說明）：_____

1： 規劃教育支援措施時，「家庭常用語言不是中文」的學生均歸納為非華語學生。

(ii) 曾參與上述培訓課程的教師亦已透過以下模式，與其他教師分享培訓所得：
（可選多於一項）

☑ 中文科組會議（包括共同備課會議）

☐ 教師專業發展日

☐ 其他模式（請說明）：_____

☐ 不適用 / 未有進行分享活動，原因是：

_____

(iii) 校本專業支援：

☐ 本校在2025/26學年已參加由教育局專業人員 / 大學 / 其他專業機構提供的校本支援服務

☑ 正如本校在學期初提交的「學校計劃」所述，本校在2025/26學年沒有參加相關校本支援計劃

(iv) 在2025/26學年，我們已透過以下校本安排，提升教師教授非華語學生中文的專業能力：（可選多於一項）

☐ 同儕觀課（每 週 / 循環週 / 約 _____ 節），並就觀課所得進行專業交流，分享心得

☐ 共同備課（每 週 / 循環週 / 約 _____ 節），針對非華語學生學習中文作為第二語言的需要，調適教學策略和教學內容

☐ 與其他學校進行專業交流，例如：參加 / 舉辦聯校分享會（共約 _____ 次）

☑ 由具教授非華語學生經驗的教師，帶領 / 協助在這方面經驗較淺的教師

☐ 其他（請說明）：_____

2. 課程 / 教材發展方面，在2025/26學年，本校採用以下策略：（可選多於一項）

☑ 參考教育局上載「學習架構」專頁或「中國語文教育學習領域學與教資源」內聯網的配套資源，並按需要發展 / 調適校本教材

☐ 根據「學習架構」發展校本教材，共 0 單元，涵蓋的年級：

_____

☐ 採用出版社、大學 / 專上院校出版的教材，包括：（請說明有關出版社及教材名稱）

_____

☐ 採用 / 參考教育局為非華語學生學習中文推出的教材

☐ 申請優質教育基金撥款，發展校本課程 / 教材，或推展其他支援非華語學生學習中文的項目（計劃名稱：_____）

☑ 其他（請說明）：地利亞修女紀念學校(百老匯)

3. 由於中文科的學習內容蘊含中華文化、品德情意等元素，在2025/26學年，本校透過以下學習 / 活動模式，幫助非華語學生認識中國傳統文化，提升他們學習中文的成效：
（可選多於一項）

☑ 將有關文化元素（例如：較淺易的文學作品、歷史 / 成語故事等）融入課堂教學

☑ 因應中國傳統節日（例如：農曆新年、中秋節等）舉辦相關活動

☐ 舉辦有關體藝培訓班（例如：醒獅、中文話劇、書法等）

☑ 其他（請說明）：普通話中國文化周

4. 在推行多元**密集中文學習模式**方面：【有關資料由系統從學校計劃 (2025/26學年)第8項匯入】

(i) ☑ 本校大致按照提交的「學校計劃（2025/26學年）」所述，安排了:

☑ 抽離學習　☐ 小組學習　☐ 增加中文課節

☐ 協作教學　☐ 跨學科中文學習　☑ 課後支援

其中 抽離學習 （密集中文學習模式）

對幫助非華語學生學習中文最為有效，原因是：

可按能力施教，同學較多機會發表意見及教學內容可適時增刪，能力較弱的同學可即時輔導。

(ii) [ 如2025/26學年推行的密集中文學習模式與提交的學校計劃 (2025/26學年) 所述的有所調整，請填寫此項。 ]

☐本校在推行密集中文學習模式時，因應需要而作出以下的調適：

| 密集中文學習模式 | 原有安排 | 調適安排 |
|---|---|---|

就上述調適，主要的考慮因素是：

(iii) ☑本校在2026年暑假期間或學期初舉辦校本銜接課程。該課程只教授中國語文，詳情如下：

| 跨級分組(以✓表示) | 年級(2026/27學年) | 參與學生人數 | 陪同子女上課及/或參與學習活動的家長人數 | 時數(小時) | 舉辦課程的方式（可選取多於一項） | 相關開支（可選取多於一項，並按需要在第16及/或第18項列明） |
|---|---|---|---|---|---|---|
| | 中四 | 5 | 0 | 6 | ☑外購服務（例如：與非政府機構協作、聘用校外導師）<br>□本校教師/教學助理負責 | ☑運用額外撥款<br>□運用教育局通函第75/2026號所載的「非華語學生暑期銜接課程津貼」（只適用在暑假期間舉辦的課程）<br>□運用其他政府撥款舉辦相關課程（請說明）： |
| | 中一,中二,中三 | 5 | 0 | 6 | ☑外購服務（例如：與非政府機構協作、聘用校外導師）<br>□本校教師/教學助理負責 | ☑運用額外撥款<br>□運用教育局通函第75/2026號所載的「非華語學生暑期銜接課程津貼」（只適用在暑假期間舉辦的課程）<br>□運用其他政府撥款舉辦相關課程（請說明）： |

5. **除了在學年結束前及/或下學年開始時使用《中國語文校內評估工具—非華語學生適用》（《評估工具》）的結果外，**本校透過以下模式評估支援措施的成效：（可選多於一項）

☑ 校內評估的結果

☑ 持份者（例如：有教授及支援非華語學生的教職員、家長、非華語學生等）的回饋

☑ 教師觀察非華語學生在課堂上的表現

☐ 非華語學生在中文活動的表現（例如：戲劇、校園小記者、朗誦、徵文比賽），包括：

| 活動名稱 | 主辦機構 | 表現(例如：獎項) |
|---|---|---|

☐ 其他（請說明）：_____

6. 整體而言，在2025/26學年的加強支援下，本校非華語學生在中文學習方面，**參照「學習架構」**的學習成果，具體來說：

| 閱讀方面 | 表現 | 請以文字描述其表現 |
|---|---|---|
| 初中： | ☐ 有明顯進步<br>☑ 略有進步<br>☐ 沒有進步<br>☐ 沒有非華語學生 | 文章篇幅加長，同學識字量有提升。 |
| 高中： | ☐ 有明顯進步<br>☑ 略有進步<br>☐ 沒有進步<br>☐ 沒有非華語學生 | 閱讀以評論為主的文章，能分析事件，綜合能力比前提升。 |

| 寫作方面 | 表現 | 請以文字描述其表現 |
|---|---|---|
| 初中： | ☐ 有明顯進步<br>☑ 略有進步<br>☐ 沒有進步<br>☐ 沒有非華語學生 | 能寫出合規範及用詞豐富的內容。 |
| 高中： | ☐ 有明顯進步<br>☑ 略有進步<br>☐ 沒有進步<br>☐ 沒有非華語學生 | 自行搜集材料，內容開始有深度。 |

| 聽說方面 | 表現 | 請以文字描述其表現 |
|---|---|---|
| 初中： | ☐ 有明顯進步<br>☑ 略有進步<br>☐ 沒有進步<br>☐ 沒有非華語學生 | 能以中文對答，聽取指令及執行方面亦有提升。 |
| 高中： | ☐ 有明顯進步<br>☑ 略有進步<br>☐ 沒有進步<br>☐ 沒有非華語學生 | 同學多以中文對答，自信心提高了。 |

7. 整體而言，本校認為非華語學生在加強支援下 略有 進步。如有，請分享學校有效的教學策略、行政安排、或一至兩名非華語學生的成功個案。如沒有，請分析非華語學生的困難和難點，並計劃在教學策略、行政安排上如何調適以改善有關情況：

同班處理，在同學陪伴下，勇於與華語同學溝通; 另，鼓勵同學參與校內的中文圖書活動，提升閱讀風氣外，亦可獲取獎品。

8. 本校運用額外撥款推行加強支援措施從課程策劃以及教學支援上（包括推行密集中文學習模式），提升非華語學生學習中文的成效，以期協助他們銜接主流中文課堂。以校本情況而言，在2025/26學年，非華語學生的中文學習表現，大致可劃分為以下情況：

| | | 非華語學生人數 |
|---|---|---|
| (a) 全校非華語學生總人數 | (a) | 17 名 |
| (b) 在中文課堂與華語同儕同班的非華語學生人數 | (b) | 1 名 |
| - 大致能應付課堂學習的非華語學生人數 | ( | 1 名) |
| - 暫時仍未能追上 華語同儕的非華語學生人數 | | 0 名) |
| (c) 在中文課堂獨立成班(或抽離學習)的非華語學生人數 | (c) | 16 名 |
| -大致能追上 高能力 華語同儕的非華語學生人數 | ( | 0 名) |
| -大致能追上 中能力 華語同儕的非華語學生人數 | ( | 1 名) |
| -大致能追上 低能力 華語同儕的非華語學生人數 | ( | 2 名) |
| -暫時仍未能追上 華語同儕的非華語學生人數 | ( | 13 名) |

[(a) = (b)+(c)]

[ 註：非華語學生若只在部分中文課堂抽離學習，在部分中文課堂則與華語同儕同班，學校可按大部分的課堂節數安排把他們歸類為(b)或(c)項 ]

(d) 其他（請說明）：

9. 綜合而言，從校本情況考慮，在2025/26學年約有 1 名非華語學生已銜接主流中文課堂。

另外，約 16 名非華語學生預計可望在2026/27學年或隨後數年內銜接主流中文課堂：

| | |
|---|---|
| 1年內（2026/27學年內）： | 0 名 |
| 1至2年（2027/28學年內）： | 0 名 |
| 2至3年（2028/29學年內）： | 3 名 |
| 3至4年（2029/30學年內）： | 10 名 |
| 多於 4年（2030/31學年或之後）： | 3 名 |

然而，與華語學生的情況相若，非華語學生的學習成效受不同的因素影響，本校會繼續留意非華語學生的學習表現及進度，並因應情況，在下學年的報告更新有關情況 / 數字。

10. 本校不會劃一為錄取的非華語學生預設一個內容較淺易的中文課程，並確保所有非華語學生與華語同儕享有同等學習中文的機會。在推行加強支援措施下，本校會積極從課程策劃以及教學支援上，協助非華語學生提升學習中文的期望和目標，包括設計適切的校本中國語文課程，以提升他們的中文水平，並及早為他們規劃學習路向，幫助他們獲取較佳的中國語文資歷，為升學和就業作好準備。

(a) 一般而言，本校安排高中非華語學生修讀 / 應考以下課程 / 考試，以獲取中國語文科資歷：（只適用於中學，可選多於一項）

| 中國語文科課程 / 公開考試 | **（請選√）** |
|---|---|
| (i) 香港中學文憑（中國語文科）考試 | ☐ |
| **其他中國語文科資歷** | |
| (ii) 香港中學文憑考試（乙類）：應用學習中文（非華語學生適用）課程 | ☐ |
| **國際認可的中文資歷** [2] | |
| (iii) 綜合中等教育證書(GCSE) | ☐ |
| (iv) 國際普通中學教育文憑(IGCSE) | ☑ |
| (v) 普通教育文憑高級補充程度(GCE AS-Level) | ☐ |
| (vi) 普通教育文憑高級程度(GCE A-Level) | ☐ |

☑ 本校 不會安排任何 非華語學生修讀或報考(i)或(ii) 項，原因是：

同學未能追上既定的要求。

☑ 本校 安排所有 非華語學生只修讀或報考(iii)及 / 或(iv) 項，原因是：

較生活化，同學較易掌握。

2 對於非華語學生，教育資助委員會資助院校會在特定情況下，接納其他中國語文科考試的資歷，包括上述國際認可的中文資歷考試。特定情況是指：（甲）學生在接受中小學教育期間學習中國語文少於六年時間；或（乙）學生在學校學習中國語文已有六年或以上時間，但期間是按一個經調適並較淺易的中國語文課程學習，而有關的課程一般並不適用於其他大部分在本地學校就讀的學生。

(b) 在2025/26學年，本校因應高中非華語學生的中文學習表現和需要，計劃／安排他們修讀／應考中國語文科課程／公開考試的具體情況如下：（只適用於中學）

| | 年級及人數 | | |
|---|---|---|---|
| | 中四 | 中五 | 中六 |
| 在2025/26學年就讀中四至中六的非華語學生人數 | 5 | 0 | 0 |
| (i) 已參加／計劃參加香港中學文憑（中國語文科）考試： | 0 | 0 | 0 |
| (ii) 在2025/26學年修讀應用學習中文（非華語學生適用）課程： | 0 | 0 | 0 |
| (iii) 於高中階段中，已考獲國際認可的中文資歷／計劃參加有關考試： | | | |
| • 綜合中等教育證書(GCSE) | 0 | 0 | 0 |
| • 國際普通中學教育文憑(IGCSE) | 5 | 0 | 0 |
| • 普通教育文憑高級補充程度(GCE AS-Level) | 0 | 0 | 0 |
| • 普通教育文憑高級程度(GCE A-Level) | 0 | 0 | 0 |
| 參加有關考試／修讀有關課程的總人次： | 5 | 0 | 0 |

[ 註：一般而言，非華語學生只修讀及報考 **(i)香港中學文憑（中國語文科）考試** 或 **(ii)應用學習中文（非華語學生適用）** 其中一項。在特別情況下，修讀應用學習中文（非華語學生適用）的學生可在學校的支援下考慮同時報考香港中學文憑考試兩科中文科目。此外，學校可根據非華語學生的中文學習表現，同時安排他們參加多於一個**(iii)國際認可的中文資歷的考試**，因此參加有關考試／修讀有關課程的總人次應不少於相關年級的非華語學生人數。 ]

(iv) 其他（請說明）：_____

[ 註：部分非華語學生或會因應其學習進程，修訂他們的選擇。 ]

**(二) 建構共融校園**

11. 在2025/26學年，本校除了將《學校概覽》（由家校合作事宜委員會出版）翻譯為英文版及提供相關支援措施的資訊外[3]，亦已透過以下方式，加強與非華語學生家長的溝通：(可選多於一項)

☑ 提供 所有 主要學校通告的英文版本

☑ 由 班主任 / 教學助理 / 其他人士(例如：＿＿＿

13. 就提升教師和學生的文化和宗教敏感度，並在校內營造多元文化環境，在2025/26學年推行的具體措施包括：（可選多於一項）（請就每項提供1至2個例子）

☑ 已制定與建構共融校園相關的政策，並推行措施和各種安排

☐ 向教師闡釋有關政策及措施，並定期匯報推行措施的進展

☐ 舉辦 / 安排教師參與相關講座、研討會、工作坊：

| 主題 | 講者 / 協作機構（如適用） |
|---|---|

☑ 舉辦推廣共融校園 / 提高多元文化及宗教敏感度的活動，讓教師、學生及家長認識不同族裔的文化：

| 活動名稱 / 內容簡述 | 協作機構（如適用） |
|---|---|
| Global Week 邀請不同族裔人士到校籌辦活動，擴闊學生視野，體會各民俗風格的特色 | Inter Cultural Education(ICE) |

☑ 為學生推展同儕互勉計劃，鼓勵不同族裔的學生互相學習

| 計劃名稱 / 內容簡述 | 協作機構（如適用） |
|---|---|
| S3 Adventure Day | / |

☐ 其他（請說明）：_____

14. 本校已透過以下途徑，為非華語學生在學校或課堂以外，提供更多接觸華語同儕的機會：（可選多於一項）

☐ 與錄取較多華語學生的學校建立學習圈 / 結成伙伴學校

（伙伴學校名稱：_____）

☑ 安排非華語學生參與社區服務，主要包括：（請列舉1至2項）

| 活動名稱 / 內容簡述 | 協作機構（如適用） |
|---|---|
| 義工服務 | / |

☐ 安排非華語學生（共 _____ 名）參與制服團隊，包括：

☐童軍（例如：幼童軍、男童軍、女童軍）

☐少年警訊

☐交通安全隊

☐紅十字會 / 聖約翰救傷隊

☐基督少年軍 / 基督小先鋒

☐民安隊 / 航空青年團

☐其他（請說明）：_____

☐ 安排非華語學生參加政府 / 不同機構舉辦的活動（例如：商校合作計劃、由民政事務總署資助營辦的少數族裔人士支援服務中心所舉辦的共融活動等），主要包括：（請列舉1至2項）

| 活動名稱 / 內容簡述 | 協作機構（如適用） |
| --- | --- |
| ☑ 其他（請說明）： | 校隊訓練/英華Good Show/Choir/校園導賞大使/Debate team/ English Club |

15. 在2025/26學年，除了在《學校概覽》提供相關支援措施的資料外[3]，本校還透過以下途徑，讓非華語學生家長及其他持份者了解本校為非華語學生提供的支援：
（可選多於一項）

☑ 已將中、英文對照的支援摘要（2025/26學年）在2026年11月30日或之前上載本校網頁（只適用於2025/26學年獲額外撥款的學校）[4]

（請提供有關連結：https://www.ywgs.edu.hk/plans-report ）

☐ 除上述支援摘要外，本校網頁的其他內容[5]（請提供有關連結：

_____ ）

☐ 本校其他刊物，例如：_____

☑ 在「優化學校發展與問責架構」下的學校發展計劃 / 學校周年計劃 / 學校報告文件內闡述支援非華語學生中文學習的措施 / 情況，並上載學校網頁供持份者參考

☑ 家長日

☑ 其他（請說明）：畢業禮場刊

4 根據教育局通告第8/2020號第18段，獲有關撥款的學校須提供一份中、英文對照的摘要，闡述學校於上學年如何支援非華語學生學習中文及建構共融校園，並上載學校網頁，以供家長參閱。學校應在學校網頁主頁的當眼位置設置圖標或簡單的英文提示，讓家長在瀏覽網頁的主頁時能即時知悉如何獲得英文版的資料。

5 學校可在學校網頁的主頁當眼位置設置圖標，連結英文版《學校概覽》網頁，或提供可用英語 / 其他語言溝通的聯絡人資料，以便非華語學生的家長查詢和取得相關資訊。

## (三) 撥款的運用[6]

16. 本校在2025/26學年所獲的額外撥款為:(A) 883,874 元，在2024/25學年完結時，額外撥款的累積餘額為:(B) 215,134.95 元(如適用)[7]。本校在2025/26學年用於支援非華語學生學習中文及建構共融校園的實際開支如下：（可選多於一項）

| 項目 | 全年實際開支 |
|---|---|
| ☑ 聘請中文科 / 其他科（請說明：　　）全職教師 1.5 名[8]，及全職教學助理 0 名[8]<br><br>由上述增聘教師 / 騰空原任中文科教師及 / 或聘請教學助理負責以下相關工作：<br><br>☑ **教師** 教授非華語學生中文的額外教學工作，每週 / 循環週 29.6 節<br>☐ **教學助理** 協助 / 支援非華語學生學習中文，每週 / 循環週 0 節<br><br>☐ 發展校本課程 / 教材（包括電子教材），共 0 單元（涵蓋的年級：　　），每週 / 循環週　　節<br><br>☐ 共同備課（年級：　　），每週 / 循環週　　節<br><br>☐ 建構共融校園<br>☐ 安排共融活動，每週 / 循環週　　節<br>☐ 與非華語學生家長溝通及 / 或翻譯學校通告 / 其他資料，每週 / 循環週　　節<br>☐ 其他相關工作（請說明）：<br><br>　　 | 教師薪金總計：<br>1,054,143.57 元[9]<br><br>教學助理薪金總計：<br>0 元[9] |

6 根據教育局通告第8/2014號附件二及教育局通告第8/2020號第5段，有關撥款只適用於支援非華語學生學習中文及建構共融校園。學校運用額外撥款的一般指引，可參考教育局通告第8/2020號附件一。

7 2024/25學年完結時有關撥款的累積餘額與學校有關學年經審核周年帳目有關撥款的餘款數額一致。

8 教職員的人數以職位計算，負責上述有關的教擔 / 工作應與學校一般全職教職員的教擔 / 工作相若。如同一職位先後由不同的人員任職，亦應以1名全職人員計算。如該職位或職位的工作量並非全職，可按比例填報，例如: 全職教師0.5名 / 教學助理1.5名。開支以年薪計算。

9 學校只須填報以額外撥款支付的薪金開支。如部分薪金開支以學校其他資源支付，請在第18項補充其他相關資料。

| 項目 | 全年實際開支 |
| --- | --- |
| ☐聘請全職不同種族的助理 _____ 名[8]，主要負責以下工作：<br>☐ 與非華語學生家長溝通，翻譯學校通告 / 其他資料，協助講解學校政策及行政安排等<br>☐ 於中文課堂及 / 或課後支援入班協作，每週 / 循環週 _____ 節<br>☐ 協助教師安排共融活動<br>☐ 其他（請說明）：_____ | 不同種族的助理薪金總計：<br>_____ 元[9] |
| ☑ 僱用專業服務以支援課後中文學習：<br>☑ 舉辦課後中文學習班（請簡述服務內容）：<br>1. 初中中文班，提升口語及日常用語　2. 高中中文寫作班<br>☐ 舉辦校本銜接課程（請簡述內容）：_____ | 0 元<br>_____ 元 |
| ☑購買 / 發展教學資源（請簡述有關資源及其用途）：<br>資源 / 用途 / 開支（元）<br>IGCSE 參考教材 / 作練習 / 0.00 | 0 元 |
| ☑ 建立文化共融的學習環境：<br>☐ 僱用翻譯服務以翻譯通告、網頁資訊或信件（請簡述服務內容）：_____<br>☐ 僱用專業服務（請簡述服務內容）：_____<br>☑ 舉辦推廣共融校園 / 提高多元文化及宗教敏感度相關的活動 3 項<br>（請提供各項活動的名稱、主要內容及實際開支）：<br>活動名稱 / 內容 / 開支（元）<br>S3 Adventure Day / 增進同學之間的友誼，鞏固大家關係。 / 0.00<br>中國文化周 / 用普通話介紹中國文化及民間藝術。 / 0.00<br>Global Week / 認識不同種族文化，學習互相欣賞。 / 0.00 | _____ 元<br>_____ 元<br>0.00 元 |

| 項目 | 全年實際開支 |
|---|---|
| ☐ 其他相關開支（請說明）：<br>_____ | _____元 |
| **全年實際總開支=** | 1,054,143.57**元(C)** |
| **2025/26學年的累積結餘 [(A)+(B)-(C)]=** | 44,865.38 **元(D)**[10] |
| **2025/26學年的累積結餘佔該學年額外撥款的百分比 [(D)÷(A)×100%]=** | 5.08 **%** |

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

☐ 本校會檢視現有為非華語學生提供的支援措施，並充分運用額外撥款，加強支援非華語學生，照顧他們學習中文和融入校園上的需要。本校累積高水平額外撥款餘額的原因及改善建議如下：[ 只適用於在本學年完結時，額外撥款的餘額累積至高水平（70%或以上）的學校 ]

原因：

_____

改善建議：

_____

17. 本校會將撥款的累積餘額(D) 44865.38 元(如適用)，於下學年繼續支援本校的非華語學生。 （請遵照教育局通告第8/2014號附件二第3和第4段，以及第8/2020號第15至第17段的會計安排）

18. 除第16項所述的開支外，本校 有 調撥其他資源支援非華語學生的中文學習及建構共融校園。 若有，請簡述：

Supporting NCS SEN Grant

**(四) 總結**

19. 在2025/26學年，就推行「學習架構」及建構共融校園，本校落實各項支援措施的情況總結如下：

| | | 成效顯著 | 頗有成效 | 成效不彰 | 完全無效 |
|---|---|---|---|---|---|
| (i) | 提升教師教授非華語學生的專業能力 | ☐ | ☑ | ☐ | ☐ |
| (ii) | 發展校本課程 / 教材及使用和調適配套資源 | ☐ | ☐ | ☐ | ☑ |
| (iii) | 根據非華語學生使用《評估工具》的結果，按「學習架構」為他們訂定適切的學習目標 | ☐ | ☑ | ☐ | ☐ |
| (iv) | 推行密集中文學習模式（例如：抽離學習、小組學習、增加中文課節、跨學科中文學習、課後支援等） | ☐ | ☑ | ☐ | ☐ |
| (v) | 增強非華語學生的學習動機及信心，並改進其學習表現 | ☐ | ☑ | ☐ | ☐ |
| (vi) | 加強與非華語學生家長的溝通 | ☐ | ☑ | ☐ | ☐ |
| (vii) | 建構共融校園 | ☐ | ☑ | ☐ | ☐ |
| (viii) | 其他（請說明）：_____ | ☐ | ☐ | ☐ | ☐ |

本校會參考2025/26學年的經驗，並就非華語學生的中文學習表現，擬備日後的支援計劃。

20. 本校已檢視過去數年為非華語學生安排的校本支援措施，措施的成效總結如下：

[ 適用於過去獲提供約80萬至約160萬元額外撥款三年或以上的學校 ]

(a) **成效較顯著的校本支援措施：**

(i) 加強中文學習方面：

抽離課堂，學生得到更多的機會學習。

(ii) 加強與家長溝通與建構共融校園方面：

透過不同的平台，讓華語同學認識更多非華語的能力及文化背景。

(iii) 促進成效的主要因素：

學校對非華語同學的重視，由安排班別到各項活動都有考慮同學的需要。

(b) **需進一步優化的校本支援措施：**

(i) 加強中文學習方面：

積極參與對外的中文活動，擴闊同學的視野及關心社區。

(ii) 加強與家長溝通與建構共融校園方面：

提供適切的家長講座及鼓勵家長參與，讓家長明白同學成長的需要及學習中文的重要性

(iii) 需進一步優化的主要因素及改善方案：

有家長的參與及配合，學生學習會更投入。善用社區的資源，提供優質的講座給家長。

(c) **未來三年，本校加強推行有關校本支援措施的重點和方向為：**

1. 多方面參與，例如:班會、興趣班及校外比賽，按同學能力及興趣安排，增進中文讀寫聽說的能力。
2. 發放適切非華語家長參加的講座，並鼓勵家長參加。
3. 加強非華語家長群組的溝通。

**(五) 其他** （如有需要，可填寫其他補充資料）：

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本校確保以上支援非華語學生的中文學與教及建構共融校園的安排，符合現行的香港法例（包括《教育條例》和《種族歧視條例》等），以及教育局不時修訂的相關通告和指引。本校亦已遵照教育局通告第8/2014號有關「改善非華語學生的中文學與教」及第8/2020號有關「加強支援非華語學生的中文學與教新撥款安排」的要求，確保額外撥款只用於加強支援非華語學生學習中文及建構共融校園。就本人所知及所信，本報告一切內容均屬全面、完整及真確。

| | |
|---|---|
| 校監簽署 | : |
| 校監姓名 | : 蘇成溢牧師 |
| 統籌教師姓名 | : 李慧清老師 |
| 統籌教師電郵 | : cg@ywgs.edu.hk |
| 學校名稱 | : 英華女學校 |
| 學校電話 | : 25463151 |
| 日期 | : 2026 年 10 月 22 日 |

# Annual Report

To: Chief School Development Officer (_____) – Central and Western District

**2025- 2026 School Year**

## Annual Report on Measures related to Safeguarding National Security and National Security Education

School Name: Ying Wa Girls' School

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
|---|---|---|---|
| School administration | (1) The National Education Committee continues to function on safeguarding national security and national security education | A continuation of the working group on safeguarding national security and national security education was ensured in 2025-2026. Members included the Principal, the Vice-Principals, convenors of various committees, subjects and the Parent-teacher Association. | The National Education Committee continued to work on various areas, coordinate the implementation of related measures among subject panels and functional teams, promote communication and collaboration among different stakeholders to strengthen students' virtue cultivation and the related work on guidance and discipline. Through different channels such as internal circulars/ guidelines, meetings, etc., enable school staff to understand and familiarise themselves with the legislative background, provisions, significance, etc. of the National Security Law, as well as relevant information disseminated by the Government. |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
|---|---|---|---|
| | (2) Review continuously the mechanism and procedures for management of school premises (including the hiring out of school) to ensure the school activities will not involve acts or activities that endanger national security | The School Management Team (SMT) liaised with all staff members in the staff meeting in August 2025 to ensure all school activities must not involve acts or activities that endangered national security. | All staff members have a clear understanding of the importance of ensuring national security when organizing school activities. All work carried out within the school premises must adhere to the National Security Law.<br>By making reference to the guidelines issued and updated by EDB from time to time, with specific strategies and contingency measures, a peaceful and orderly school environment and atmosphere was ensured, which fostered students' proper values, and maintain a school campus free of political interference.<br>For school procurement, specific clauses into the quotation/ tender documents were included to allow disqualification of a supplier and to terminate the contract in the interest of national security. |
| | (3) Continue national flag hoisting ceremony on a weekly basis and the display of national flag and HKSAR flag on school days | The national flag hoisting ceremony as well as singing the national anthem was held on a weekly basis when students attending school lessons, activities and examinations. | It was held and completed satisfactorily. The national identity of both teaching staff, non-teaching staff and students was strengthened. For the national flag-raising ceremony speeches (國旗下的講話), it was held every two months with great success. Each time, two student leaders shared inspiring topics about the development of the People's Republic of China, while also highlighting the importance of National Security |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
|---|---|---|---|
| | | | Education Day in Hong Kong. Through their messages, the school community strengthened national identity, responsibility, and unity. |
| | (4) Plan national flag hoisting ceremony on special days (e.g. opening service, end-of-term service, sports day and swimming gala) | The national flag hoisting ceremony was successfully implemented during key events, including the opening service, end-of-term service, sports day, and swimming gala. A specific flag-raising team was formed, adopting the Chinese style of flag raising, which added a unique cultural touch to the ceremonies. | The national flag hoisting ceremony, celebrated during key events such as the opening service, end-of-term service, sports day, and swimming gala, was a remarkable success. With careful planning, including venue arrangements and logistics, the event drew a significant turnout of students, parents, and community members. Participants engaged in the ceremony with enthusiasm, honouring the national flag through the anthem and inspiring speeches, which highlighted the values it represents. |
| | (5) Review continuously the books, publications and leaflets, etc. to avoid involving contents that endanger national security | Yearly review of library books | The practice continued with the help of the school teacher librarian and the Vice-Principal under the Academic stream. It was under very careful checking and completed successfully. |
| Staff management | (1) Fulfill the new requirement by the EDB with all new teaching staff including transfer to Staff Establishment to pass the Basic Law and National Security Law Test (BLNST) Requirement | The Principal and the Working Group encouraged all staff members to take the BLNST. The school adhered to the guidelines set by the EDB, particularly for newly recruited teachers for the 2025-2026 school year. | All newly-appointed teachers in 2025-2026 (including newly-joined teachers and teachers changing schools) obtained a pass result in the Basic Law and National Security Law Test.<br>The school handled appointment matters in accordance with the Employment Ordinance, the Education Ordinance, the Education Regulations, other relevant |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
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| | | | laws and employment contracts, as well as the Codes of Aid and relevant guidelines issued by EDB, including EDB Circular No. 7/2021 on Measures for Strengthening the Protection of Students: Appointment of Teaching. |
| | (2) Circulars regarding national security education will be sent to staff via the Google Classroom on national security | A Google Classroom was set up by the Working Group in August 2021 and it continued to function in 2025-2026 to share resources (including circulars by the EDB or courses offered in the TCS) to staff concerning Basic Law and National Security Education by the EDB. | Staff members found it very useful and informative. The Google Classroom would continue to function for highlighting the EDB circulars and training courses related to national security and national security education. |
| Staff training | (1) Encourage staff to enroll in national security education courses provided by the EDB via the Google Classroom on national security | Announcements were made by the Working Group on a regular basis to encourage staff to enrol in national security education courses. | National security courses are categorized as Category 1 (Teachers' Professional Roles, Values and Conduct) in the TCS, staff members were motivated to take these courses to fulfil the requirements stated in the CPD guidelines.<br>All staff were required to study the "Guidelines on Teachers' Professional Conduct" (the Guidelines) promulgated by EDB to make themselves aware of the requirements and expectations of EDB, schools and the community on teachers' professionalism and conduct, and to perform their teaching and educating responsibilities in accordance with the Guidelines. Teachers were reminded of the second code of the Guidelines, "Honour the rule of law": be law-abiding, observe rules and regulations. |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
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| | | | Respect the lawful authority of the Government and the school. All staff were enabled to acquire a correct understanding of the Constitution of the People's Republic of China (the Constitution), the Basic Law of the Hong Kong Special Administrative Region of the People's Republic of China (the Basic Law), and the Law of the People's Republic of China on Safeguarding National Security in the Hong Kong Special Administrative Region (the Hong Kong National Security Law); consciously safeguard national security, social order and public interest; fulfill social responsibility and civic obligations; support and promote national education actively; cultivate in students a sense of belonging towards the country. |
| | (2) Develop mechanism for teaching staff to take part in CSD study tours in the motherland (for supporting the programme as well as teachers' professional development) | The mechanism came into effect in August 2023, providing teachers with the opportunity to voluntarily participate in the CSD study tour. In cases where the number of required teachers exceeded the available volunteers, lots were drawn. | The mechanism was operated smoothly, with a satisfactory number of teachers volunteering for the CSD study tour. Additionally, the 2D1N study tour in Shenzhen was conducted successfully. Staff participated in the Mainland study tours according to EDB's requirements and guidelines as the tours offer them more Mainland study opportunities to understand the development of our country and strengthen their capabilities of nurturing a sense of national identity |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
|---|---|---|---|
| | | | in students. |
| Learning and teaching | (1) Include national security elements in the annual plans and teaching schedules of a wide range of subjects departments and committees | All department panels and committee heads were reminded in the staff meeting in end August 2025 with the importance to refer to all the EDB documents to implement national security education in those subjects mentioned by the EDB. | All department panels and committee heads who had to incorporate national security elements in learning and teaching had followed the guidelines issued by the EDB and they had highlighted relevant parts in their teaching schedules / year plans.<br>Upon implementation of the National Security Law, teachers were required to review and enrich the curriculum contents of relevant key learning areas (KLAs)/ subjects, Moral, Civic and National Education, the Constitution and the Basic Law, etc., with a view to promoting among students a clear understanding of the importance of national security, as well as the legislative background, provisions, significance, etc. of the National Security Law. This helped consolidate students' understanding of the country's development, Chinese culture, the Constitution and the Basic Law, thereby enhancing their sense of national identity and law-abidingness, and their awareness of the need and responsibility to safeguard national security.<br>Clear instructions were given to teachers that they should not promote personal political views or twisted values to students, make seditious remarks, |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
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| | | | incorporate into teaching/ learning materials content or information that is biased/ unsubstantiated/ inconsistent with the aims and goals of the curriculum, or even directly or indirectly instigate or tacitly support students to participate in political activities outside schools, etc. All these are unacceptable acts in breach of professional ethics.<br>The school-based monitoring mechanism had been in action for regular review of the content and quality of learning and teaching resources in various KLAs/ subjects and across different subjects, so as to ensure that the design of school-based curriculum and the content and quality of learning and teaching resources (including printed and electronic library collections, printed and electronic textbooks of school-based design/ procured from outsider(s)/ ordered for students, teaching materials, online reading platforms, other electronic and online learning resources and test and examination papers) selected or developed are in line with the aims, goals and contents prescribed by the Curriculum Development Council for different key stages and appropriate to students' abilities and learning needs in terms of content and quality. |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
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| | (2) Join / organize study tours to the motherland or local trips related to Chinese history and national identity | The Sister School Scheme and various subject departments and committees led study tours to the motherland and local trips in the school year.<br>• 3 tours to Shenzhen (including PSHE subjects, Basketball Team and CES)<br>• 1 tour to Guangzhou (Careers)<br>• 1 tour to Zhuhai (STEAM Dept)<br>• 1 tour to Beijing (Sister School Scheme)<br>• 1 tour to Shanghai (Sister School Scheme)<br>• Some local study field trips to Dr Sun Yat-sen Museum, Hong Kong Legislative Council and Hong Kong Museum of the War of Resistance and Coastal Defence (Hist Dept) | These tours, visits and programmes enlightened experiences for students outside classroom. Not only did they serve as a traditional learning platform for history and Chinese heritage, but also offered various thematic exhibitions to broaden students' horizons in science and technology. It truly is a treasure trove of information, data, photographs, testimonials, artifacts, and interactive tools, shedding light on the past, present, and future to strengthen students' sense of national identity with a more thorough understanding of the national soft and hard power of the motherland. |
| Student guidance, discipline and support | (1) Hold national flag hoisting ceremonies to celebrate the national day and the HKSAR handover day | For celebrating the national day: the National Flag Hoisting Ceremony was held on Sep 24, 2025 | <u>End of Sept (Sept 24)</u><br>To honour the 76th Anniversary of the founding of the People's Republic of China and the 80th Anniversary of the Victory in the Chinese People's War of Resistance against Japanese Aggression and the World Anti-Fascist War, our school held a flag-raising ceremony on September 24 led by our Flag Hoisting Team and the Civic Education Committee; accompanied by an uplifting tune and the flawless march of the Flag Hoisting Team, the student body sang the national anthem with pride, and the ceremony was followed |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
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| | | | by heartfelt sharing student leaders on our country's achievements in science and technology, the September 3rd Victory Day Parade, and the 80th Anniversary of our World War II victory—an occasion to remember history, honour fallen heroes, cherish peace, and create a better future—through which the values of national identity, unity, and peace were conveyed. |
| | | For celebrating the establishment of the HKSAR: the National Flag Hoisting Ceremony was held on Jun 30, 2026 (Topic: The 29th Anniversary of the Establishment of the Hong Kong Special Administrative Region (HKSAR) of the People's Republic of China) | <u>End of Jun (Jun 30)</u><br>On June 30, our school held the national flag-raising ceremony to mark the 29th anniversary of the establishment of the Hong Kong Special Administrative Region. During the sharing, student shared achievements in the economy and sports, including Hong Kong's standout performance in the National Games. They further expressed pride in the country's aerospace progress and encouraged students to strengthen law-abiding values, think responsibly, and contribute to Hong Kong's future. |
| | (2) Promote Basic Law Education and national security education through different activities | To use Kahoot to launch "Basic Law Quiz Competition" (different units of Basic Law education) Second Term (Feb – Apr 2026) | The Basic Law Quiz Competition was held to enhance students' civic awareness for S1-3 students. The quiz was conducted in a Kahoot format and it focused on the Basic Law and National Security Law. Class prizes |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
|---|---|---|---|
| | | | were awarded to winning classes. |
| | | To hold Chinese Culture Quiz Competition (Feb – May 2026) | To deepen students' understanding of Chinese culture and enhance national security education (including politics, culture, military, territory, society, ecology, resource security, etc.), the Chinese Culture Quiz Competition was held from February to May 2026. This event was jointly organized by the Self-Study Centre, the Civic Education Committee, the Chinese History Department, the History Department, and the Chinese Language Department. The competition consisted of three stages: preliminary, semi-final, and final. Each middle school class formed a team of three to participate, and the competition was conducted in a scoring system format, including mandatory questions and buzzer rounds. The final round was successfully held on May 22, and in the mandatory question round, the participating classes participated as a "think tank". The entire school actively participated, making the competition more exciting and thrilling. |
| | | To hold “Current Affairs Quiz Competition” with the elements of Chinese history and culture and Basic Law (Feb 2026) (S1-S3) | All S1 – S3 students completed the activity satisfactorily in Feb. Three components including Basic Law, Chinese history & current affairs as |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
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| | | | well as world affairs were included in the MC quiz. 3 awards were offered to individuals and classes of each form. Students were encouraged to read materials related the Basic Law and National Security Law. |
| | (3) Search opportunities to develop sister schools in the motherland | Visits to sister schools in:<br>a) Beijing (Apr 2-6, 2026) Principal and teachers (Co-host by Ying Wa Girls' School and Ying Wa College)<br>b) Shanghai (Jun 27-30, 2026) Teachers of Sister School Scheme and Table Tennis Team | <u>Visit of Beijing Sister School</u><br>A team of students and teachers from our school, together with Ying Wa College (YWC) took part in a cultural exchange programme with the Affiliated High School of Peking University (AHSPU, 北京大學附屬中學) in Beijing. The programme ran from April 2 to April 6 (5D4N) and marked a new chapter in our long-standing partnership with AHSPU. Our Principal renewed the agreement to continue this collaboration with our sister school. During the visit, students participated in stimulating discussions on a range of topics, enhancing both their language skills and cultural understanding.<br><u>Visit of Shanghai Kongjiang Junior High School</u><br>From 27 to 30 June 2026, twelve table tennis team members trained and exchanged with East China Normal University No.2 High School in Shanghai. Rigorous training fostered perseverance, while sightseeing at local |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
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| | | | landmarks deepened their national identity. The trip broadened students' horizons and nurtured their sportsmanship and competitive spirit. |

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| Home-school cooperation | (1) Organize talks and activities related to national security | Ying Wa Parent Academy – Parent-Child Workshop on Making Traditional Chinese Festival Foods (Feb 7, 2026) | Ying Wa Parent Academy – Parent-Child Workshop on Making Traditional Chinese Festival Foods<br>On February 7, 2026, the Parent-Teacher Association hosted a parent-child workshop for crafting traditional Chinese festive food. Parents enjoyed quality bonding time making New Year treats with their children, relaxed and chatted with fellow parents, sharing a delightful afternoon together incorporating national security education elements such as cultural and food security. |
| | | Ying Wa Parent Academy – School Campus Guided Tour (Jan 31, 2026) | Since its founding, the school has emphasised integrating Chinese language and traditional Chinese culture into education. On January 31, 2026, student ambassadors led parents on a guided tour of the campus's landmark buildings and the 1926 School History Gallery, deepening parents' understanding of Ying Wa's heritage and development, together incorporating national security education elements such as cultural and societal security. |
| | | Ying Wa Parent Academy – Themed Talk (Dec 13, 2025) | Hosted on December 13, 2025, this talk was delivered by Mr Wong Hon Si, a social worker from Hong Kong Family Welfare Society. Centred on the theme "Zero Distance with Mobile Phones", it guided parents to understand mobile devices' impact on parent-child communication and set healthy screen-use boundaries with |

| Area | Measure(s) | Implementation Situation | Effectiveness and Reflection |
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| | | | children, while upholding the critical importance of cybersecurity throughout the session. |
| | | Teachers' Appreciation Day<br>(Nov 18, 2025) | On November 18, 2025, committee members of the Parent-Teacher Association prepared exquisite fruit platters for all teaching and non-teaching staff to express gratitude for their hard work. The event echoed Confucian virtues that advocate respect for educators, highlighting the cultural security value of preserving and carrying forward fine Chinese traditions. |

School chop

Signature of supervisor: _____

Name of supervisor: Rev. So Shing Yit Eric

Date: _____

# One-off Grant for Promotion of a Sports Ambience and MVPA60

Annual Report (2025 – 2026)

| Items | Purpose | Expenditure | Outcome |
|---|---|---|---|
| Organizing the Japan Basketball Training Trip | To provide team players with opportunities to learn from Japanese basketball training methodologies, gain exposure to Japanese sports culture, and strengthen team cohesion. | Expenses incurred by accompanying teachers and coaches during the training trip. $45,000 | Participants benefited from the professional coaching provided by Japanese instructors, enhancing their basketball skills and knowledge. The trip also fostered stronger team spirit and collaboration among team members. |
| Procurement of the RoboCoach Sports Application | To align with the Education Bureau's MVPA60 initiative and address findings from the School Performance Assessment indicating that many students lack regular exercise habits. The RoboCoach app was introduced to encourage students to engage in physical activity outside school hours. Students could upload exercise records and earn bonus points, fostering greater participation in physical activity and the development of healthy exercise habits. | Subscription and procurement costs of the RoboCoach sports application. $28,000 | The RoboCoach app was implemented to promote home-based exercise. Starting from the second term, the PE assessment criteria were revised, with 10% of the examination marks reallocated to participation scores based on students' use of the app.<br><br>**13-week participation statistics:**<br>• 0.4% of students exercised three or more times per week.<br>• 1.2% of students averaged two or more exercise sessions per week.<br>• 4.7% of students averaged at least one exercise session per week.<br>• 28.1% of students successfully uploaded exercise records.<br><br>**Achievements:** Although overall participation remained modest, the initiative successfully motivated a group of previously inactive students to establish and sustain a regular exercise routine, with some consistently meeting the target of exercising three times per week.<br><br>**Challenges:** Technical limitations occasionally affected user experience. The app's motion-detection function sometimes failed to recognise certain movements accurately, while environmental factors such as limited exercise space and inadequate lighting further hindered performance. These issues reduced students' ability to complete |

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| | | | exercise tasks and, in some cases, affected their motivation to continue using the platform.<br><br>**Future Development:** Owing to scheduling constraints, home exercise records could not be incorporated into inter-class or inter-house competitions during the current year. Greater integration with school-based reward systems and competitions will be explored in future to enhance student engagement and participation. |

**Report on the Use of the One-off Grant for Promotion of Chinese Culture Immersion Activities**
**School Year 2025-2026**

**School Name:** Ying Wa Girls' School

B/F to 2025-2026: $119,562.20

**Financial Report**

| Item | Details / Breakdowns | Actual Expenses ($) |
|---|---|---|
| ✔ Chinese Debate (with traditional Chinese values) | • Trainer fee, competition fee & miscellaneous | 17,843.75 |
| ✔ Chinese Culture Week | • Workshops & performances | 47,200.00 |
| **Total** | | **65,043.75** |

Actual spending (25-26): $65,043.75

B/F to 2026-2027: $54,518.45