

The Church of Christ in China
Mong Man Wai College
School Report
2024-2025

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**The Church of Christ in China
Mong Man Wai College
School Annual Report 2024-2025**

Vision, Mission Statement and Core Values on Education

Vision

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

Mission Statement

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

Core Values

To spread the word of God and serve the community, we provide a holistic education to all with loving care, a progressive attitude and total commitment.

School Mission

Embracing the HKCCCC philosophy of “To minister and serve through schools”, we are committed to the provision of quality education services. We strive to nurture our students by developing their potential and to foster their moral, intellectual, physical, social, aesthetic and spiritual development. It is our aspiration that our students will always strive for excellence, exemplifying our school vision “Together we nurture fullness of life; Hand in hand we witness the love of Christ.” From 2023-2026, we are upholding the school vision of “Broaden our Vision through Cross-curricular Reading; Widen our Horizons through Service Learning.”

Our School

1 Brief History

The Church of Christ in China Mong Man Wai College is a co-educational aided secondary school which is run by The Hong Kong Council of the Church of Christ in China and was established in 1974. The school is named “Mong Man Wai College” in honor of Dr. William Mong Man Wai, whose generous contribution of HK\$300,000 in 1970 enabled the founding of the institution. Dr. Mong’s unwavering support continued until his passing in July 2010 and was manifested through ongoing donations, facilities enhancements, and scholarships benefiting generations of students. His legacy is carried forward by his son, Dr. Mong Tak-yeung, Chairman and CEO of Shun Hing Group, who has continued supporting the college through continual donations and personal engagement. A representative from Shun Hing Group has served as our independent school manager since the 2011/12 academic year.

2 Organization

7.1 Class Structure

Before September 2011, the school operated with a 29-class structure, comprising five classes per form from S.1 to S.5 and two classes each in S.6 and S.7. Following the Education Bureau’s Voluntary Optimization of Class Structure Scheme implemented in September 2011, the structure was streamlined to 24 classes as of 2016/17. Previously, S.5 students undertook the HKCEE, advancing to HKAL examinations if admitted to senior forms. With the advent of the New Senior Secondary (NSS) system in 2009, students now complete the Hong Kong Diploma of Secondary Education (HKDSE) public examination at S.6.

7.2 Teaching and Non-teaching Staff Members

In 2018/19, our staff cohort exceeded 90, consisting of teachers, teaching assistants, laboratory and IT technicians, and support personnel. Since 2019/20, two school social workers from the Christian Family Service Centre (C.F.S.C.) have served our school. In the same year, speech therapy resources were expanded, with a speech therapist present for one-third of working hours. The 2021/22 academic year started the appointment of the third vice-principals to strengthen strategic leadership and drive school advancement.

3 Organization and Management

7.1 Committees

Since its establishment, the school has recognized the importance of middle management positions—such as Discipline Master/Mistress and Guidance Master/Mistress—and progressively developed specialized committees to address evolving educational needs. Recent years have seen the formation of the Civic Education Committee, School Liaison Committee (formerly School Promotion

Committee), School Admin & I.T. Committee, and Other Learning Experiences Committee. Led by the principal and vice-principals, the Executive Committee, comprising heads of these bodies, convenes regularly to ensure effective governance. Administrative processes have been modernized with the adoption of the WEBSAMS platform, fully integrating management systems and contributing to administrative efficiency over the past two decades.

7.2 SMC and IMC Establishment

The transition to school-based management began in the early 1990s, culminating in the formation of a School Management Committee in 1999. In September 2011, the Incorporated Management Committee (IMC) was created, establishing the school as an independent legal entity—comprising managers from the sponsoring body, parents, teachers, alumni, and an independent manager—all collaborating to advance the school’s mission for student benefit.

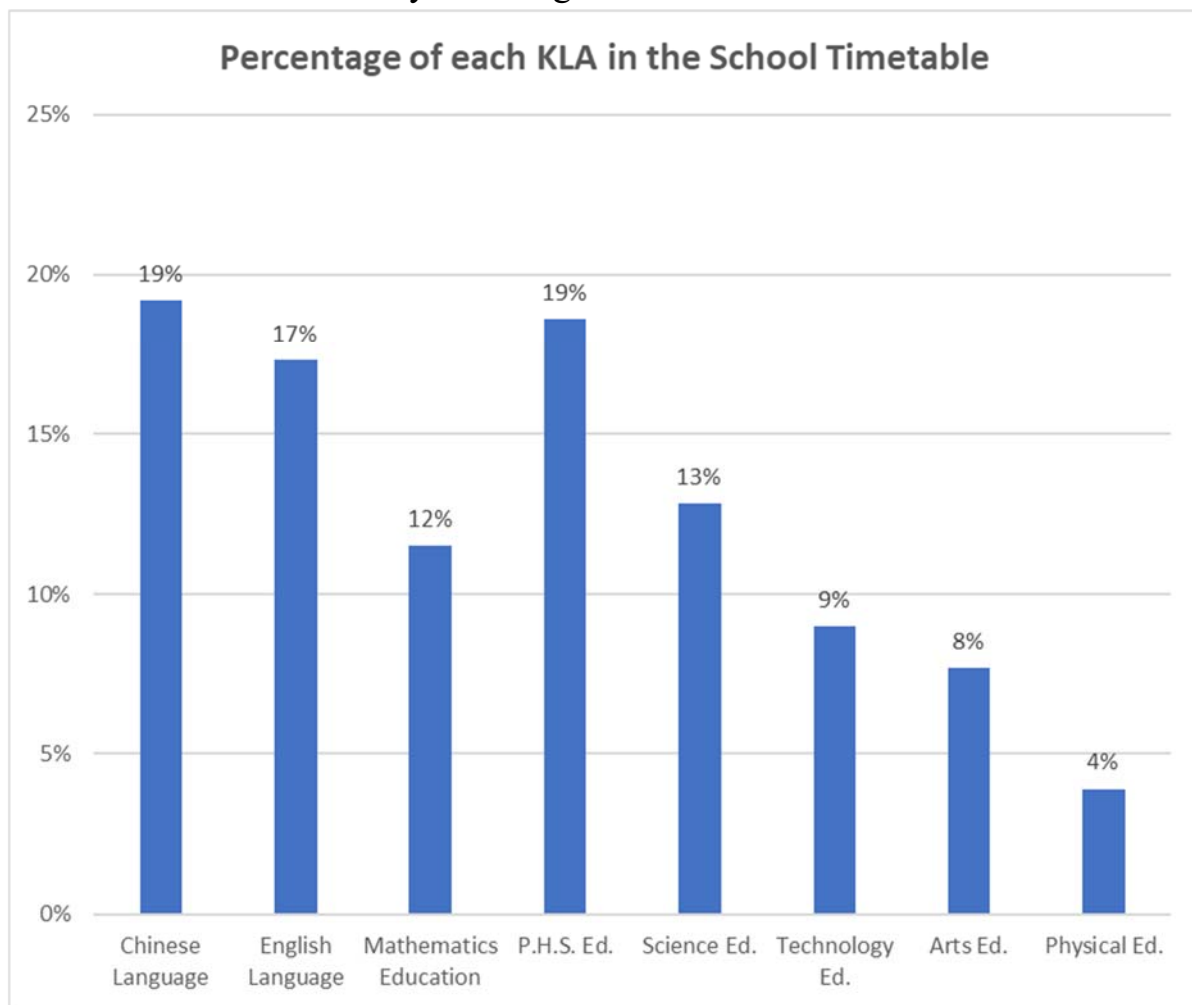
4 School Campus and Facilities

Nestled in a tranquil hillside location, the school occupies a spacious 6,000 sq. meter campus. Improvements supported by the Education Bureau’s School Improvement Program include a new annex (built in 2001) to expand learning spaces. Facilities include a modern hall, laboratories, library, Campus TV Room, Music and Visual Arts Rooms, Home Economics Room, Multi-media Learning Centre, English Learning Centre, Self-study and Student Activity Rooms, and Band Room. The Shun Hing Education Charity Fund funded installations such as air conditioning (school hall, classrooms), Campus TV system, induction cookers, wireless microphone system, and digital infrastructure upgrades. The 50th Anniversary was marked by the Fund's record-setting donation, enabling wide-ranging campus developments such as upgrades Shun Hing Education sports facilities, renovation of the Centre of English Language Learning Centre, installation of a new sound and light system in the school hall and installation of smart blackboards of all classrooms throughout classrooms and specialty rooms. Notably, the school also used other funding to upgrade the school facilities. In 2023/2024, an additional LED wall was installed in the covered playground and the Computer Room was renovated to accommodate a flight simulator, supporting innovative learning and catering to diverse student interests. The School History Gallery was set up to record the memorable moments and to welcome guests and for meetings.

5. Number of School Days

In 2024/25, the planned number of school days was 192, and the plan was implemented accordingly.

6. Lesson Time for 8 Key Learning Areas



7. The Recent Development

7.1 STEM Education

Strong emphasis continues to be placed on STEM and AI education. Since joining the Education Bureau's Professional Development School Scheme in 2017/18, the school has implemented a variety of STEM activities, including hosting a landmark STEM Week in May 2018. Quality Education Fund support enabled the renovation of a dedicated Maker Room and integrated STEAM elements into the curriculum. From 2019/20, STEM themes were systematically introduced into junior science courses. The "Bring Your Own Device" (BYOD) policy launched in 2020/21, providing students with personalized digital learning opportunities. AI Literacy was introduced in S.2 in 2022/23, with planned integration across the curriculum, and STEM lessons have become a core aspect of junior form timetables, ensuring that all students benefit from future-oriented educational experiences.

7.2 Student Endeavors

Our students have achieved significant recognition in varied areas. The Rope Skipping Team earned accolades at the 4th World Inter-School Competition held in Antwerp, Belgium in 2019/20. The establishment of the English Musical Team

in 2021/22 unleashed creative talents, complemented by civic leadership opportunities in flag-hoisting ceremonies. International exposures include a service-learning trip to Sri Lanka (2022/23), participation in China's Belt and Road initiatives, recognition for exceptional achievement in the 'Carbon Neutral' project (Lang Qing Charity), admission to Tsinghua University's "Future Classroom" summer course, and a technology and culture focused exchange with Croatia in 2024/25. Prestigious representation at the national '學憲法 講憲法' finals in Beijing has further embodied our commitment to holistic student development. The 50th Anniversary showcased student talents at the Baptist Academic Community Hall, introducing innovations such as NFC activity registration, Man Wai Coin, NFT art galleries, and an AI-powered promotional trailer and perform an English musical which was about the fifty years development of the school.

7.3 Curriculum Innovation

In line with Education Bureau guidelines, the school commenced the optimization of four senior secondary core subjects and introduced Citizenship and Social Development in 2021/22, including a S.5 study tour to China. Tourism and Hospitality Studies was added as an elective in 2022/23, with the inaugural cohort completing the HKDSE in this subject in 2024/25.

8. Conclusion

To conclude, the theme of the 50th Anniversary, "Thankful Forward Together," embodies our gratitude and collective vision. The school remains steadfast in nurturing dynamic, responsible young leaders, committed to serving our city and nation well into the future.

Our IMC Managers

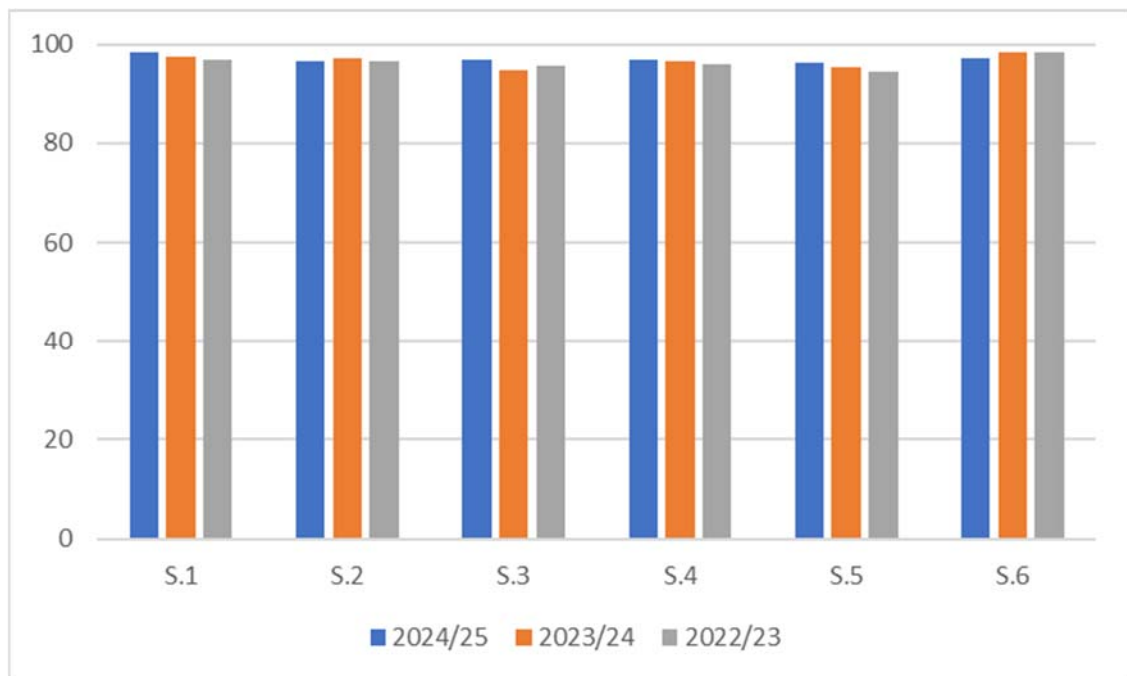
	Category of Manager	Name in English	Name in Chinese
1	Sponsoring Body Manager (Supervisor)	LO HAU MAN	盧厚敏
2	Sponsoring Body Manager	LAI CHI SANG	黎智生
3	Sponsoring Body Manager	KAN YIN LING BRENDA	簡燕玲
4	Sponsoring Body Manager	TSANG WING SHAN	曾詠珊
5	Sponsoring Body Manager	YUEN ADOLPH	阮德富
6	Sponsoring Body Manager	LAU TAK WAN	劉得還
7	Sponsoring Body Manager	LUI YU BUN BENJAMIN	雷裕斌
8	Alternate Sponsoring Body Manager	WONG KWOK KEI JACKIN	黃國祺
9	Principal (Ex-Officio Manager)	LUI YEE MAN KAREN	呂以敏
10	Teacher Manager	SZETO LOK YAN	司徒樂欣
11	Alternate Teacher Manager	WONG WA CHEONG	黃華昌
12	Alumni Manager	POON CHUN YIN	潘駿賢
13	Parent Manager	YEUNG ANTHONY	楊偉江
14	Alternate Parent Manager	LAM YIP FONG	林業芳
15	Independent Manager	CHAN KIT YEE ADA	陳潔怡

Our Students

1. Class Structure and Student Population

Level	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of classes	4	4	4	4	4	4	24
Boys	79	65	75	67	66	69	421
Girls	53	65	49	54	38	48	307
Total Enrolment	132	130	124	121	104	117	728

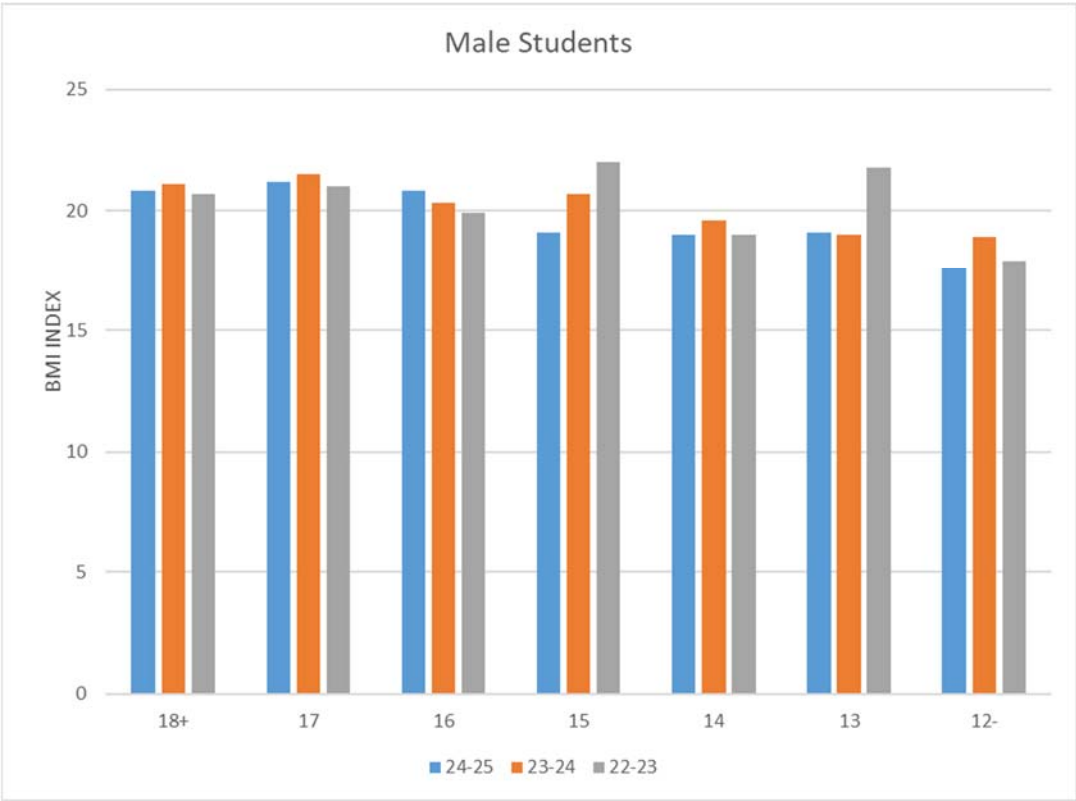
2. Student Attendance



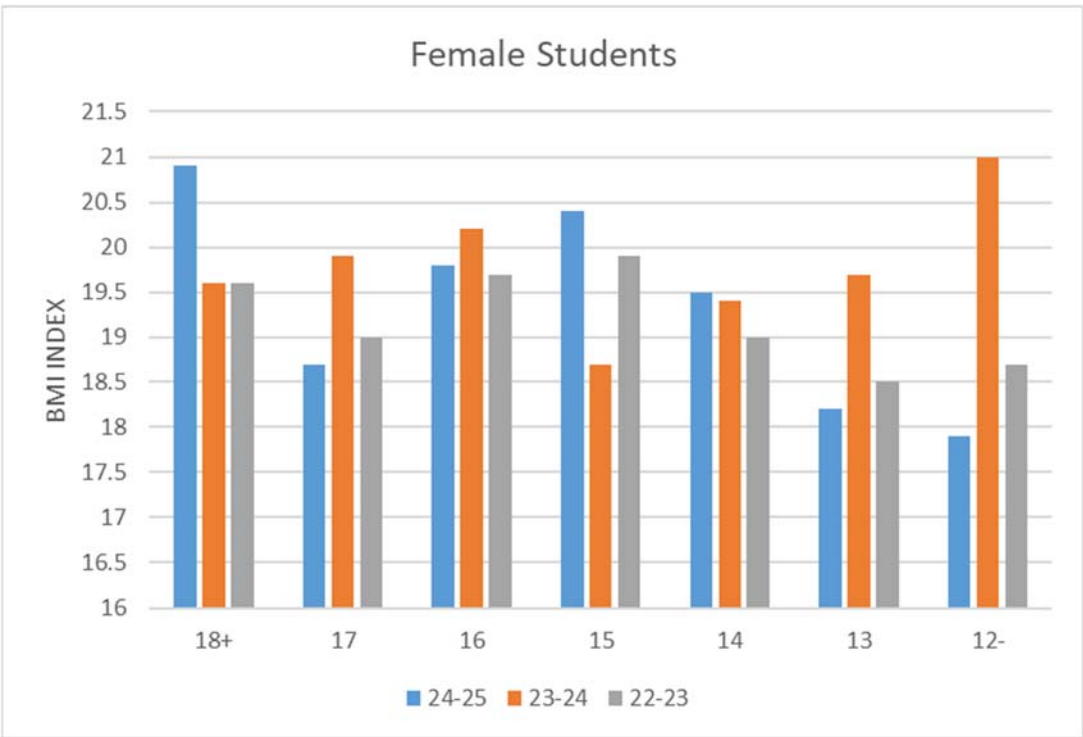
3. Drop-out of Students

In 2024/25, 2 in S.2, 2 in S.3, 2 in S.4 and 1 in S.5.

4. Students' Physical Development



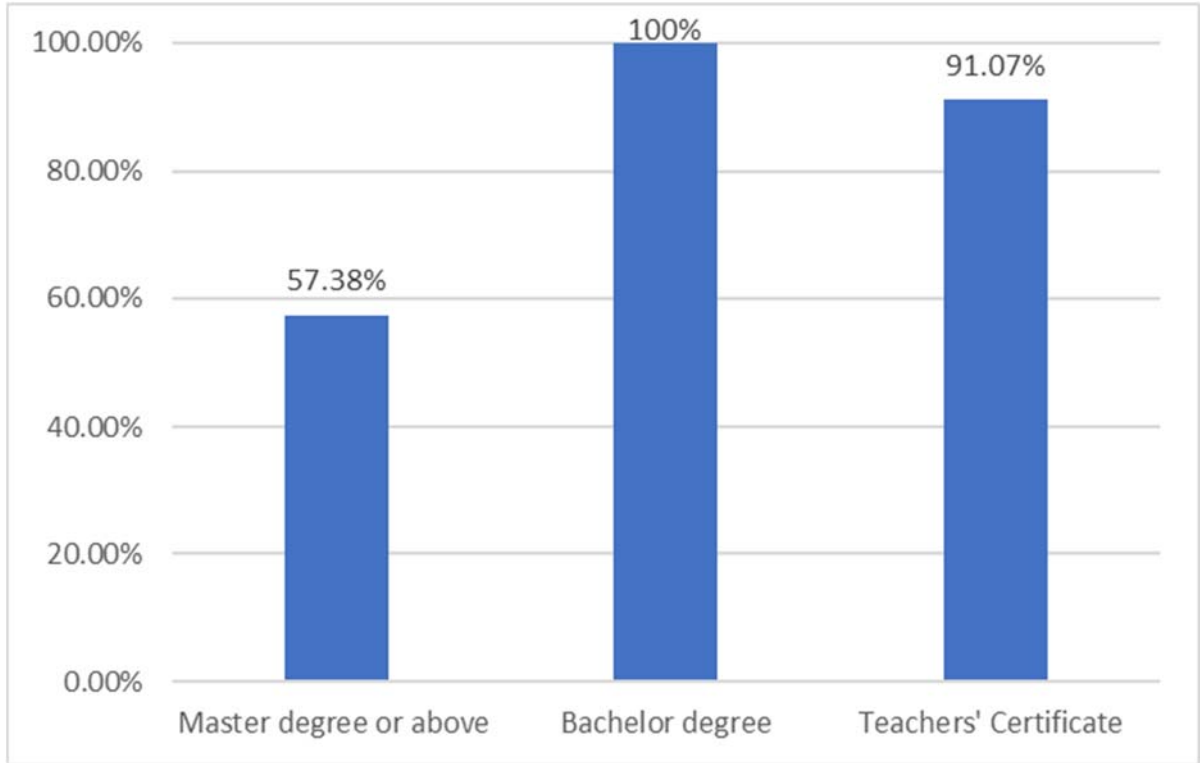
BMI Index Average Range (Male): 17.6-21.2



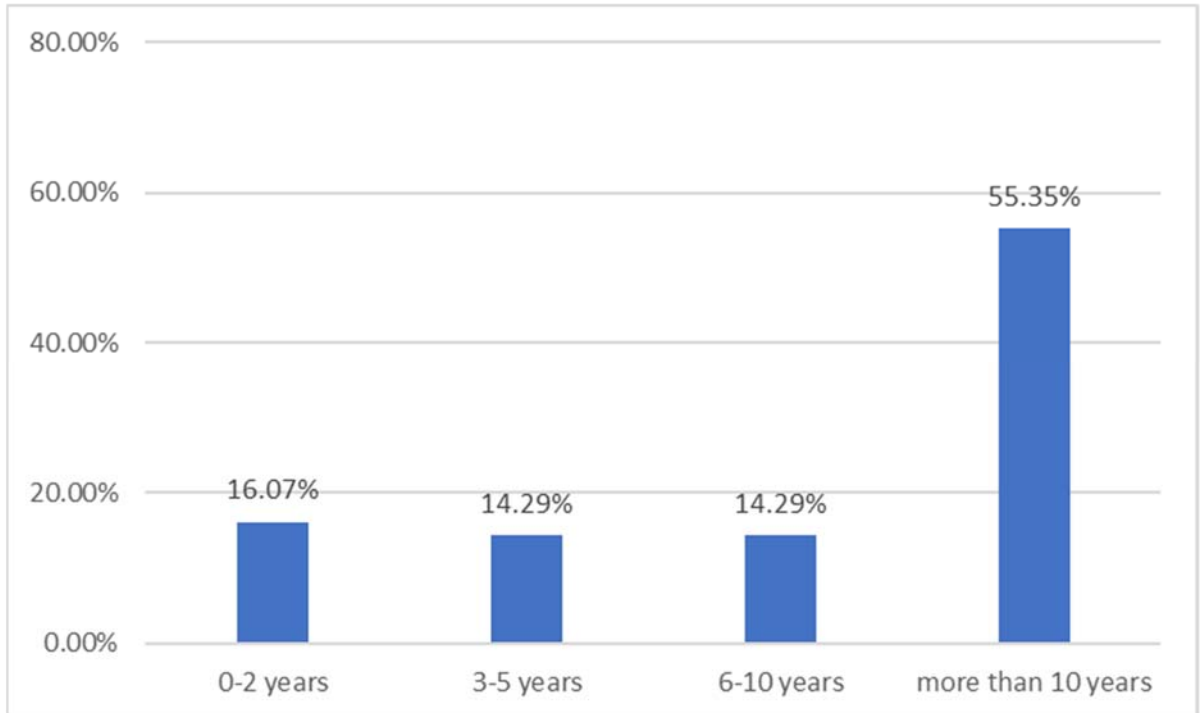
BMI Index Average Range (Female): 17.9-20.9

Our Teachers

1. (a) Teachers' Academic & Professional Qualifications



(b) Teaching Experience



Achievements and Reflection on Major Concerns: Feedback and Follow-up

Major Concern 1:

To nurture students' motivation for learning by enhancing their reading capabilities

1.1 To broaden students' knowledge across different learning areas

1.2 To enhance students' language, thinking, and generic skills

Achievements
◆ A reading-friendly environment has been established through various reading programs and activities. Teachers, student librarians, and fellow students share their reading experiences in the morning assembly (almost every day), which helps expand students' interests and horizons. A book list has been expanded to guide students through diverse learning areas based on recommendations from different subjects. ◆ For extended reading, which is incorporated into subject departments' assignments, all students participated. For examples, reading materials about microscopes, water, and environmental protection were assigned to students according to Integrated Science syllabuses; article about Ocean Park ticket-pricing mechanism was introduced when teaching "supply and demand" in Economics, etc. Several subject panels have noted that since the extended reading materials were related to current affairs or interesting issues, students were more interested and engaged in the reading. Students' language, thinking, and generic skills have been improved through extensive reading and related activities integrated into the S.1 to S.5 syllabuses across multiple subjects. ◆ Students' language, thinking, and generic skills have also been improved through thematic talks, reading groups, and sharing. Three "Manwaiers' Talks", which were led by student leaders, facilitated student interactions and knowledge sharing. A talk by a former teacher and a public book sharing session held by the Academic Committee Prefects were organized to further promote the reading atmosphere in the school campus. ◆ Numerous "Reading across Campus" activities were arranged. In these activities, reading materials related to the current reading themes were distributed to all students in the morning assemblies. Google Forms with Multiple Choice questions were designed as follow-up measures to check the understanding of the students. ◆ For reading-related award schemes, 69% of junior-form students got prizes in the reading report scheme, while 20% of students in the whole school participated in various reading-related activities, and 9% of S1 to S5 students got prizes in the reading activity scheme. The high percentage of students participating in various reading-related activities demonstrates their willingness to engage and learn. ◆ More promotions, such as pull-up banners and thematic book displays in the library, have been arranged to raise the awareness of the students. ◆ A newly renovated function room called "CELL" (Center for English Language Learning) was opened this year to provide a cozy environment for holding reading activities and leisure reading.

Reflection
◆ In the last year of implementing the 23-26 three-year school major concerns, the school needs to consolidate the reading habit among students and let them understand the importance and meaning of reading. ◆ After book-sharing and reading activities, it is important to guide students to a deeper understanding and explore the interest of reading. In addition to major subjects like Chinese, English, Math, and Science, students should be encouraged to explore other learning areas to broaden their reading spectrum. ◆ More time is required to equip the student leaders to hold the Manwaiers' Talks and ensure that these events have interesting and interactive content. The subject-based extended reading programs should continue to be integrated into the syllabus to provide more opportunities for students to enhance their language, thinking, and generic skills and it can be continued as a long-term arrangement in each subject.
Feedback and Follow-Up
◆ According to the APASO data¹ and reports from the relevant departments, student engagement in reading activities, especially in reading non-assigned books and materials, needs improvement. ◆ The Academic Committee (Subject) and the School Library should continue to develop more targeted promotional strategies, including materials that highlight upcoming reading themes and events to increase student awareness and participation. ◆ Additionally, the Academic Committee (Subject) should continue to prioritize early planning and keep collaborating with involved parties when organizing interactive reading activities. More comprehensive training in knowledge sharing and other generic skills for the student leaders are expected. A structured introduction to the YouTube channel, which houses book-sharing videos, should be conducted to ensure students can easily access and review the content for better retention and engagement. ◆ Teachers' involvement is also important. Subject teachers should continue to actively promote wider reading practices by encouraging students to submit book reports from various disciplines, thus broadening their literary exposure. Teachers should also maintain closer oversight of the extended reading program and ensure that reading materials are regularly updated and relevant to student interests. ◆ Implementing these strategies enhances the reading culture within the school and promotes a more active learning environment.

¹ APASO P scores related reading are as follows: non-specific reading 25.2, like reading 52.7 and free time reading 32. These items have room of improvement. One item has a high score is good reading strategies. Its score is 85.7.

Major Concern 2:

To foster students' gratitude and empathy through service learning

2.1 To cultivate students' empathy

2.2 To nurture a serving atmosphere for students to visualize and experience services

2.3 To provide opportunities for students to serve the community with a grateful heart

Achievements
◆ This academic year, our school has made significant progress in delivering diverse and meaningful service-learning opportunities, engaging students from Secondary 1 to Secondary 4 comprehensively. The whole-form participation framework was integrated into the PSHE KLA curriculum, offering rich platforms for experiential learning. Collaboration with external partners such as the Education Bureau and social service organizations enriched these initiatives, while form masters and mistresses provided essential guidance and support for smooth coordination.
Whole Form-level Participation ◆ Subject Departments Within the Department of Biblical Knowledge, all S4 students actively engaged in immersive experiential activities, including 'Dialogue in the Dark', 'Pet Funeral Service', 'Blind Pastry Chef', and 'Equal Tour 180'. These programs offered authentic insights into the challenges faced by individuals with visual impairments and mobility difficulties. Equally important was the compassionate understanding developed towards animal welfare through industry-related service. Feedback showed that over 90% of participants experienced enhanced empathy, perseverance, respect, and care for others, with many expressing a strong willingness to continue volunteering. S1 students, through Citizenship, Economics and Society (CES) lessons, visited and served various community groups such as visually impaired individuals, persons with differing abilities, ethnic minorities, and low-income families. These direct encounters deepened their social awareness, cultivating both empathy and gratitude. Evaluation indicated that 82.5% of students were satisfied with the activities, 76.3% believed the objectives were met, and 87.5% affirmed the program's relevance to themes of empathy and community service.
◆ Form Master/ Mistress's Guidance All S1 students participated in the 'Jockey Club Volunteer Together Project'. This year the theme was environmental protection. The activities introduced the needs for environmental

protection with a series of activities. Students were able to understand the positive values of volunteering to different stakeholders. Students enjoyed the activities and achieved the objective of enhancing empathy, commitment, responsibility, and law-abidingness.

For all S2 students, the school collaborated with the Hong Kong Polytechnic University and Hong Kong Baptist University for the ‘i-GESS’ program, which provided intergenerational activities. Students took part in the activities organized by the elderly to let them understand more about their needs. Approximately 75% of students indicated that they enjoyed the activities. The program also nurtured students with gratitude, empathy, respect for others, unity, and benevolence. Around 60% of the respondents expressed a willingness to engage in voluntary work in the future.

For the S3 Community and school-based initiatives, S3 students undertook both on-campus and off-campus service projects, including organizing lunchtime flip ball competitions for schoolmates, supporting the 50th Anniversary Celebration, and collaborating with the Christian Family Service Centre for carnival events. These opportunities developed interpersonal, teamwork, and problem-solving skills while fostering a strong sense of community and belonging.

Some S3 students also participated in the Adventure-Ship programme, collaborated by the Extra-curricular Committee. Through this experience, they learned how to engage with people of diverse abilities in society. Students partnered with students with special needs during the activities organized by the Adventure-Ship programme. Through various collaborative activities, students were nurtured with empathy, commitment, responsibility, and respect for others. These experiences collectively contribute to the holistic growth of students as socially responsible and compassionate individuals.

◆ **School Support**

In the second year of our service-learning cycle, the school leadership, including the principal and vice principals, provided steadfast support to individual forms and committees in organizing services. Teachers proactively liaised with external organizations to tailor service activities that suit student interests and needs. Our morning assemblies served as a vital platform for showcasing service-learning experiences, enabling the Mong Man Wai Community to learn, reflect, and cultivate a vibrant culture of service.

Student Team Participation

◆ Student Guidance Ambassadors

Demonstrating exemplary leadership, the Student Guidance Ambassadors organized a wide range of activities, from Orientation Days and “Caring Hearts” programs to mental health awareness initiatives and hospital volunteer projects. Their leadership fostered a supportive school culture and enriched their personal development, earning them the first runner-up position in the ‘Outstanding Service Planning Award’ from the Jockey Club Volunteer Together Project in 23-24 and extended their service in 24-25.

This academic year, Student Guidance Ambassadors have participated in multiple service-learning programs, assisting individuals from diverse backgrounds both on campus and in the community. On campus, they organized S.1 Orientation Days and planned "Caring Hearts" activities, helping new Secondary 1 students adapt quickly to their new environment. In the community, the ambassadors organized various volunteer service projects, supporting underprivileged teens with mental health issues and participating in programs at different hospitals. They collaborated with medical professionals, such as nurses, to plan patient care initiatives.

These experiences have broadened their perspectives and enhanced their understanding of the diverse needs within society. On campus, they provided care and support to lower-form students, increasing their sense of belonging to the school.

Student Guidance Ambassador Team assisted and participated in a wide variety of activities/programs, such as S.1 Orientation Days, Caring Hearts, Caring Week in Celebration of 50th Anniversary, the ‘Health-in-mind Program’ co-organized by MINDSET and Kwai Chung Hospital, KEC “Nightingale Life Mentor” for Secondary School Students Scheme, Peer Power Student Gatekeeper Training Program, ‘Gratitude, Forgiveness & Happiness Project (EDB), JC Volunteer Together Project extended program. Furthermore, the above activities offered encompass a diverse range of formats, including whole-school assemblies, training programs, carnival-style booths, music groups, etc. This multifaceted approach aims to cater to the varied needs and preferences of the student body.

Mental health is a key focus area for the Student Guidance Committee, so both student-led and teacher-led activities addressing this topic have been incorporated at various levels—school-wide, form-specific, and individual. The goal is to raise awareness among all

students about the importance of mental health. The activities focused on nurturing students' values like respect for others, responsibility, commitment, benevolence, empathy, and unity. The objectives of the activities were achieved according to students' and teachers' responses by Google Forms. They also enabled students to find their potential, care for younger students and society, and establish a caring campus culture.

◆ 4C Youth Volunteer Leadership Project

Eighteen S4 students participated in this year-long program, collaborating with Caritas Hong Kong's Services for the Elderly. They facilitated handcraft sessions to help train fine motor skills and used technology tools such as Kahoot to engage the elderly in interactive games. These activities fostered intergenerational integration and deepened students' understanding of volunteer work. Students independently planned and implemented activities, thereby developing leadership skills, perseverance, and strategic thinking. Students enjoyed the activities, but there was still room for improvement. According to the evaluation by teachers and students concerned, the students lacked understanding of the service recipients and were unable to set clear goals, such as whether the focus should be on entertainment or training. Additionally, they poorly arranged the supplies and purchased small beads that the elderly could not use as game props. These experiences made the teachers and students realize that in the future, more time should be spent understanding the needs of the service recipients and setting clear objectives. As a service-learning cycle, reflection was a learning process for improvement.

◆ Carbon Neutral Pioneer

Environmental stewardship featured prominently as several S3 students actively engaged with Carbon Neutrality themes through seminars and competitions hosted by Lang Qing Charity. Four students earned merit awards for environmental advocacy, underscoring their commitment to sustainability. Collaborating with the Gardening Club and utilizing a food waste composter donated by the Parent-Teacher Association, Carbon Neutral Pioneer from S3 and S5 organized and promoted food waste collection programs, encouraging participation among S1 students. Students' feedback confirmed the initiative's success and highlighted the cultivation of commitment, empathy, and unity.

◆ Other Student Teams' Activities

Apart from the above program, some students participated in a program organized by the Scout Troop, helping the elderly produce life history booklets using photographs. According to students' feedback, they could interact with the elderly harmoniously.

Learning opportunities were provided for students to link academic study with meaningful community service and reflection. S5 elite students, the English Ambassadors, joined a service-learning project instructed by an experienced journalist invited by the Hong Kong Polytechnic University. Students then interviewed minorities in the community and wrote a life history of them. The program raised students' awareness of social issues in underserved communities, educated them on challenges and needs, and enabled them to create documentaries and feature articles about service recipients. In the students' feedback, the experience was rewarding for both the recipients and the students.

These activities and initiatives aim at fostering service learning, empathy, and a serving atmosphere, cultivating responsible and grateful individuals who actively contribute to their families and the community.

Reflection

The school service-learning programs continue to provide authentic and transformative experiences that inspire students and nurture a deep sense of social responsibility. Initiatives such as the 'Jockey Club Volunteer Together Project' and the '4C Youth Volunteer Leadership Project' have successfully equipped students with practical skills, fostered empathy, and reinforced their commitment to societal welfare.

We recognize that cultivating stable partnerships with community organizations is integral to enhancing the sustainability and relevance of service projects. While existing collaborations, particularly those underpinning the '4C Youth Leadership Project', have proven effective, expanding these relationships remains a strategic priority to further enrich student learning and community impact.

Sustained leadership and administrative backing have been pivotal in ensuring effective implementation and continual enhancement of service-learning programs. Moving forward, targeted teacher training and deeper curriculum integration will optimize students' reflective practices, community engagement, and reciprocal learning. Collaborating with Hong Kong Baptist University for the project i-GESS could enhance teachers' participation in organising service-learning projects. More service-learning tasks will be available for S3 students to participate according to their preferences in different aspects like social service, on-campus service, promotion of anti-drugs and law-abidingness. Different needs by subjects addressing constraints such as limited time and resources will be critical to advancing the upcoming service-learning cycle.

Feedback and Follow-up Summary

The widespread participation of students from S1 to S4 highlights the school's unwavering commitment to providing inclusive, developmentally aligned service-learning experiences. S1 students' enthusiastic involvement in environmental initiatives has established a solid foundation for empathy and social responsibility. Reflections from S2 students reveal growing gratitude and eagerness for sustained community service.

S3 students have gained essential practical experience through on-campus service activities, preparing them for expanded community engagement. Leadership initiatives like the '4C Youth Volunteer Leadership Project' and 'Adventure-Ship' have expanded students' horizons by exposing them to complex societal issues and intergenerational collaboration—experiences highly valued by participants.

Looking ahead, the school will continue promoting service opportunities that involve both peers and the wider community, emphasizing holistic growth through integration of physical, artistic, and wellness-oriented activities. Systematic reflection will be embedded across all service-learning programs to strengthen students' analytical thinking, self-awareness, and enduring commitment to service. Providing carefully tailored responsibilities and leadership roles aligned with students' developmental stages will further empower them as compassionate and proactive citizens.

Conclusion

Our school's service-learning endeavors have successfully nurtured a thriving culture of empathy, gratitude, and social responsibility among students. Through thoughtfully crafted programs, productive partnerships, and strong institutional support, our students have matured in character and ability, ready to make meaningful contributions to society.

By continuously refining our service-learning strategies, expanding collaborations, and embedding reflective practice, we are confident that our students will evolve into compassionate leaders and conscientious community members, embodying the true spirit of heartfelt service.

Our Students' Performance

(A) Academic Performance

1. Overall HKDSE Examination Results

	2024/25	
	MMWC	HK (Day School)
% of students meeting minimum requirements for admission to local education institutes	around 80%	44.6%
% of students meeting the requirements for local Sub-degree program	99.1%	73.4%

2. Subjects

Results notices of the 2025 Hong Kong Diploma of Secondary Education Examination (HKDSE) were issued on 16th July 2025. 117 S.6 students sat the 2025 HKDSE and they performed well. The percentages of Level 4, Level 5 and Level 5** of various subjects were above territory averages.

Best subjects (Level 5** higher than territory averages)	Chinese Language, Mathematics (Compulsory Part & M1), Biology, Chemistry, Physics, Economics & Geography
Best subjects (Level 5 or above higher than territory averages)	Chinese Language, Mathematics (Compulsory Part, M1 & M2), Biology, Physics, Economics, History, Business, Accounting and Financial Studies (BAFS), Information and Communication Technology (ICT), Tourism and Hospitality Studies (THS) & Visual Arts
Best subjects (Level 4 or above higher than territory averages)	Chinese Language, English Language, Mathematics (Compulsory Part, M1 & M2), Biology, Physics, Economics, Geography, History, Business, Accounting and Financial Studies (BAFS), Information and Communication Technology (ICT), Tourism and Hospitality Studies (THS) & Visual Arts

*Citizenship and Social Development (Attained): 100%

3. Outstanding individual achievements (extracted):

1. Lui YH: five Level 5** and two Level 5
2. Lui YM: four Level 5**, two Level 5* and one Level 5
3. Tsang CS: four Level 5**, one Level 5* and one Level 5
4. Ma TN: three Level 5** and two Level 5*
5. Man CH: one Level 5**, four Level 5* and one Level 5
6. Cheng KH: one Level 5**, two Level 5* and two Level 5
7. Ng KW: one Level 5**, two Level 5* and one Level 5
8. Yu BN: one Level 5**, two Level 5* and one Level 5
9. Chan KT: one Level 5**, one Level 5* and two Level 5
10. Choi YL: one Level 5**

(B) Awards of Students (non-academic performance)

獎項	項目	獲獎學生
賽馬會眾心行善義工推廣校園夥伴計劃： 「傑出服務策劃獎」	亞軍 (延展服務基金： \$5000)	梁日峰 李 霖 鄧沛汶 黃梓浩 袁君樂 劉希桐 李鈺琪 鄭鎧盈 卜美儀 陸詠詩
也文也武硬筆書法比賽	初中優異獎	郭芷尉
	高中組優異獎	劉堃婷 鍾宛芳 黃科樺
創作天地獎勵計劃 2023/24 中學組第二期生活隨筆	季軍	周 穎
HKAGE student membership (2023-2024)	HKAGE members	羅啟忠 廖略登 梁樂怡 潘 玥 羅穎鋸
CSDI Awards 2024 “Present Spatial Data, Map our Future” (空間數據共享平台大獎 2024 - 「空間數據 · 開拓 未來」)	Bronze Award	余秉諾
《2024 憲法》和《基本法》 全港校際問答比賽暨慶祝中 華人民共和國成立 75 周年 演講比賽	全港問答比賽決賽 最後五強	全校學生
	演講比賽： 最佳演講獎	初中組 張英姿 高中組 薛靜詩
觀塘區《憲法》及《基本 法》問答比賽	中學組—最踴躍參 與獎銀獎	全校學生

獎項	項目	獲獎學生
Inter-School Scrabble Championship (Final Round)	2nd Runner-up	Chan Hiu Cheung Leung Hoi Yi Liu Leuk Tang Wong Tsz Sen Yeung Kit Hoi
己慈盃校際保齡球聯賽	Girls Single 7th Place	倫梓穎
	Girls Single 1st Runner-up	張瑩祐
	Boys Single 5th Place	何卓謙
	Girls Team 2nd Runner-up	張瑩祐 倫梓穎
	Boys Team- Division A 3rd Runner-up	陳俊宇 蔡梓諾 楊明謙
	Boys Team- Division B 1st Runner-up	蔣君堯 何卓謙 潘欽霆
第 19 屆觀塘傑出學生	初中組 優秀學生	黃子晨 王雅汶 余沛雯
	高中組 傑出學生	楊稀懷 莫凱壹 尤靜婷
	高中組 優秀學生	文峻謙 林嘉晴
第 16 屆九龍地域傑學生	高中組 傑出學生	尤靜婷
	高中組 優秀學生	楊稀懷 莫凱壹
2024 全港學界保齡球公開賽	男子組 冠軍	羅雋皓
黃廷方慈善基金獎學金 2024	黃廷方慈善基金獎 學金得主	林瑞緣
Singapore Math Challenge 2023	Gold Award	鄭家謙
Hong Kong International Biology Olympiad	優異獎	許晉熹
	銀獎	馬梓諾
Digital Stock Trading Guru	嘉許獎	卜美儀
Project M2 Joint School Kahoot! Financial Knowledge Contest	Top 20 winner	卜美儀
亞太機械人聯盟競賽 2024 國際錦標賽	接力任務賽： 初級組：冠軍	梁溢恆

獎項	項目	獲獎學生
觀塘區公益少年團中文硬筆書法比賽	高中組：冠軍	劉堃婷
	高中組：亞軍	鍾宛芳
	高中組：優異獎	蔡沅伶
	初中組：優異獎	郭芷晴
第三屆全港中小學中文硬筆書法比賽（金筆獎）	高中組：優異獎	鍾宛芳 劉堃婷
「斌」——也文也武：全港中小學硬筆書法比賽	高中組：優異獎	鍾宛芳 劉堃婷
	初中組：優異獎	郭芷尉
創作天地獎勵計劃 2023/24 中學組 第二期生活隨筆	初中組：季軍	周 穎
第九屆全國學生「學憲法講憲法」活動—全國總決賽	全國演講比賽：初中組-三等獎	張英姿
	素養競賽團體：香港代表-二等獎	莊琇羽
SportACT 獎勵計劃	金獎	黃玉兒
第二屆粵港澳慶澳門回歸匹克球邀請賽	青少年組：冠軍	李欣潼
香港匹克球青少年公開賽 2024	青少年公開組 (U18 女子雙打)：冠軍	李欣潼
2023-2024 GROWS Together 職場有你	學員計劃：優點	江政然 莊天榆 譚智仁 朱俊豪 蘇慧嵐
	領袖計劃：優點	張俊傑 彭鎮希 鄧沛汶
國慶盃 - 全港中學生壁報設計	初中組：季軍	林子鈴 馬心穎 黃子澄 馮昊新 蘇牆根
香港參與國際評估計劃 — 吉祥物設計比賽	季軍	陳培桑
香港童軍總會東九龍地域周年頒獎典禮 2024	優異旅團及最佳發展旅團	東九龍第 46 旅童軍團
紅十字青少年團比賽	東九龍總部傑出表現團隊	青年團第 75 團
第四屆禁毒領袖學院	禁毒大使	陳詩雅 陳雅妍 余沛雯 王雅汶

獎項	項目	獲獎學生
第 76 屆香港學校朗誦節 (2024) (英文朗誦)	詩詞獨誦(女子組) - 中學二年級： 第二名	林靜孺
	詩詞獨誦(男子組) - 中學二年級： 第二名	蘇俊誠
	個人公開演講(男子 組) - 中學三、四 年級：第三名	梁卓軒
第 76 屆香港學校朗誦節 (2024) (中文朗誦)	二人朗誦(粵語)-中 學一、二年級： 冠軍	衛愷晴 王可悅
	詩詞獨誦(粵語)女 子組 - 中學三年 級：亞軍	鄭嵐心
	詩詞獨誦(粵語)女 子組 - 中學二年 級：季軍	林靜孺
	詩詞獨誦(粵語) 女子組 - 中學一 年級：季軍	林瑋瑜
辯論道場中學生辯論聯賽 2024	小組聯賽 A 組： 最佳辯論員	薛靜詩
中華基督教會香港區會聯校 數字組合遊戲挑戰賽 2425	個人：一等獎	曾垂宇 蔡梓諾 譚澤朗
	團體獎：冠軍	本校
The 7th Joint-school Scrabble Tournament for Novices	Individual: 1st Runner-up	蘇至信
	Individual: 5th Place	蘇弘正
	Individual: 7th Place	朱子豪
Hong Kong Secondary School Health Exhibition Presentation Competition 2024	Bronze Award	馬梓諾
CUHK Health Exhibition Competition 2024	Bronze Award	林家銘 呂宇昊 呂宇旻 許晉熹 馬梓諾 謝慧琳

獎項	項目	獲獎學生
學界傑出精神健康大使選舉 2024	學界傑出精神健康 大使	褚采儀 余沛雯
2025 年價值觀教育傑出學生 獎	價值觀教育傑出學 生獎 (國民身份認同)	張俊傑
賽馬會眾心行善計劃「傑出 服務策劃獎」	亞軍	梁日峰 李 霖 鄧沛汶 黃梓浩 袁君樂 劉希桐 李鈺琪 鄭鎧盈 卜美儀 陸詠詩
U18 Girls' Doubles Category: First runner-up Award	Hong Kong Pickleball Youth Open	3B LEE YAN TUNG
Youth Group: Championship	Guangdong-Hong Kong-Macao Greater Bay Area Return to Macau Pickleball Invitational Tournament	3B LEE YAN TUNG
Youth Group: Championship	Guangdong-Hong Kong-Macao Greater Bay Area Return to Macau Pickleball Invitational Tournament	3B LEE YAN TUNG
網上初賽: 學界音樂達人獎 及 18 區積極參與獎-觀塘區	學界音樂達人大挑 戰 2025	中華基督教會蒙民偉書院
最積極參與學校獎	全港學界國家安全 常識挑戰賽 2024/25	中華基督教會蒙民偉書院
關愛校園榮譽獎	2024 年度關愛校 園獎勵計劃	中華基督教會蒙民偉書院
區會模範生	區會模範生	戴睿婕 張俊傑

獎項	項目	獲獎學生
First runner-up Award ; Best Costume Award	Jumper Contest 2025	1D LIU CHIN YU 2C NGAI HO CHING 3A CHAN YUET SHAN 3A HONG CHUEN CHUN 3B KWOK HEI TUNG SUMMER 3C CHAN FUK KWAN 3D CHAN MAN YAN 4B CHEUNG SAN SUM 5A CHAN PUI LAM 5A CHAN TIM TUNG 5A TSE CHUN HEI KAYDEN 5A WONG TSZ CHUN 5B TONG LAI KI 5C CHAN NOK HIN
Second runner-up Award		2A KWAN TIN YAN RANDY 2B ZENG XIANGZHAO 2C CHUNG ZHUO RUI 2D CHEUNG SHUK MAN 2D CHAU YAT PUI 3A CHUANG SAU YU 3B LEUNG LOK TIN 3C LAI CHUI SHAN 3C LAM SZE NGA 3C LI KA KEI 3C CHU KA CHUN 3C LO CHI SING
Merit Award		1A ZHAO YUE CHEN 1B WONG CHEUK YIU 1C SO YUK CHING 1D CHOW ON YING 2A CHIU KWAN NI 2B CHAN PO YEE BOWIE 2B CHAN TSZ YAU 2D CHAN KI 2D LEUNG CHUN HIM 2D YEUNG KA KI

Solo Verse Speaking: Second Place	76th Hong Kong Schools Speech Festival	2C LAM CHING YU 2D SOO CHUN SHING
Public Speaking: Third Place		4D LEUNG CHEUK HIN
Dramatic Duologue: Merit		1D CHAN LOK IN 1D KAN YUI
Public Speaking: Merit		4A LIU LEUK TANG 4A TSANG SUI YU 4A YANG MING CHUNG 4B LI TSZ TUNG 4B PENG HO MAN 4D HE XINYI 4D WONG TSZ SEN 5A CHEUNG CHUN KIT 5A KONG CHING YIN 5B HO SI YU 6A KWOK CHUN KI 6B CHOI CHUN HEI
Solo Verse Speaking: Merit		1A CHOW CHAK YU 2A TSANG SIN YAU 2A SO CHI SHUN 2B CHAN PO YEE BOWIE 2B NG HEI YEUNG 2B SUNG CHUN WA SUMMER 2B WONG MING FUNG 2D NG KA MING 3B KWOK HEI TUNG SUMMER 3B LI HAO YANG 3C LIN ZI LING 3D WOO YAU KWAN 4A LUO KAI CHUNG 5A LAM SUI YUEN 5A YEUNG CHI CHAI
Secondary School Category (Junior): Second Prize	21st "Century Cup" English Speaking Competition	1A CHOW CHAK YU
Secondary (Cantonese): 傑出演員獎	2024-2025 Hong Kong School Drama Festival	2C WAI HOI CHING 3C WOO MEI YAN

Secondary (Cantonese): 傑出舞台效果獎		1B YAU WING CHING 1B CHU LONG TIN 2A TSOI SIN CHING 2C NGAI HO CHING 2C SHI CHUNG HIM 2D LI HOI CHING 2D NG KA MING 3A NG CHING YIN 3B LEUNG HO CHING 3C WOO MEI YAN 3D CHAN TSZ YIU 3D MA TSZ YIU 3D ZHENG QI HAO 4B LI TSZ TUNG 4B NGAO YING FAI 4C CHEN TSZ YING 4C LEUNG KA LEE 4C MA TSZ KI 4C OU QIQING 4C YU YU SHUEN 4C ZHAI CHING YI 4D YIM HOI NAM 5C LIN SUET WING 5D TANG PUI MAN
Top 20 Winner	Joint School Kahoot! Financial Knowledge Contest	5D LI CHI KWAN
Champion		5B TAM HA HIN
EMI Form Four Division: 2nd Runner-Up	UNSDGs Debating Competition 2024/25	4A CHU CHOI YEE
EMI Form Four Division: 2nd Runner-Up	UNSDGs Debating Competition 2024/26	4B CHEN HOI YIU
EMI Form Four Division: 2nd Runner-Up	UNSDGs Debating Competition 2024/27	4A YU PEI WEN
Division A: 2nd Runner-up, Best Under-16 Player, Best Uner-18 Player	Hong Kong Scrabble Championship 2025	4A LIU LEUK TANG

Division B: 2nd Runner-up, Best Under-14 Player		2A SO CHI SHUN
Individual: Champion, Best Player of Each School, High Game	13th C.C.C. Inter- School Scrabble Tournament	4A LIU LEUK TANG
Individual: High Game		6A CHAN HIU CHEUNG
Individual: 1st Runner-up		2A SO CHI SHUN
Individual: 2nd Runner-up		4D WONG TSZ SEN
Individual: 3rd Runner-up		1B YAU WING CHING
Team Prize: Champion		1A SO WANG CHING 1B YAU WING CHING 1B TSOI SHING HEI 1B YUEN CHUN YIU 1C AU YEUNG YAT LONG 2A SO CHI SHUN 2C YIK TIN LONG 4A LIU LEUK TANG 4D WONG TSZ SEN 5C CHAN SUNNY 6A CHAN HIU CHEUNG
Practice Match: Most Valuable Player	Inter-School Scrabble Championship 2025	2A SO CHI SHUN
Grand Final: High Word		
Grand Final: Most Valuable Player		4D WONG TSZ SEN
Secondary Category: Team - 1st Runner-up		1A SO WANG CHING 1B YUEN CHUN YIU 2A SO CHI SHUN 4D WONG TSZ SEN 5C CHAN SUNNY

U18: 3rd Place	ASTAR Scrabble Challenge International	4D WONG TSZ SEN
Team Events (Girls): 3rd Runner-up	BOCHK Tenpin Bowling Cup 2024-25	2C TSANG YING LOK 4B LUN TSZ WING 4D CHEUNG YING WU EUNICE
Team Events (Boys): 3rd Runner-up		3B HO CHEUK HIM JEFFREY 4B LEUNG YU HIN 4B CHEN JUNRU
Teacher-Student Double: 1st Runner-up	Hong Kong Inter- School Tenpin Bowling Champions-2025	4D CHEUNG YING WU EUNICE
Girls Single: Champion	C.C.C. Inter-School Bowling Tournament	4D CHEUNG YING WU EUNICE
Girls Single: 2nd Runner-up		2C TSANG YING LOK
Girls Single: 3rd Runner-up		2C ZENG CHO KIU
Boys Single: 1st Runner-up		3B HO CHEUK HIM
Boys Single: 3rd Runner-up		4B CHEN JUNRU
Teacher-Student Team of Four: Champion		3B HO CHEUK HIM 4B CHEN JUNRU 4D CHEUNG YING WU EUNICE
Teacher-Student Team of Four: 2nd Runner-up		1C LAW CHUN HO 4B LEUNG YU HIN 5A CHOY TSZ NOK
Trios: 1st Runner-up		3B HO CHEUK HIM 4B CHEN JUNRU 4D CHEUNG YING WU EUNICE
Trios: 2nd Runner-up		1C LAW CHUN HO 4B LEUNG YU HIN 5A CHOY TSZ NOK
Top Ten (Represent HK in WYSC on 30/8-1/9/2025)	Hong Kong Youth Scrabble Team 2025 Qualifier	4A LIU LEUK TANG 4D WONG TSZ SEN
中學組: 優異星獎	第二十七屆全港中小學 普通話演講比賽 2025	2A HE YEE NOK
Physics (Level 1): Merit	Secondary Schools–The Hong Kong University	4A LIU LEUK TANG

Chemistry (Level 1): Merit	of Science and Technology Dual Program	4A HO YUI FUNG
高中組： 冠軍	2025 年香港花卉展覽 賽馬會學童繪畫比賽	5B 鄧民婉
高中組： 優異獎		5D 鄧意穎
小組優異獎	培道第一屆創意花鈕設計(全港中學)邀請賽	1D 陳守意 1D 李睿珩
中學組： 優異獎	「邁向碳中和 說好綠色故事」- 徵集比賽	3A 張英姿 3A 羅凱霖 3A 覃渝雅 3B 戴睿婕 3C 伍嘉怡
最積極參與學校獎	RE-FORM 饒宗頤文化 館建築、室內及園境設計比賽	5A 陳天灝 5A 錢廣晉 5A 蔡梓諾 5A 江政然 5A 譚澤朗 5A 王宇辰 5A 楊志齊 5A 楊天賜 5A 容逸然 5A 周煒康
優異獎		5A 江政然
研習團學生	教育局課程發展處- 視覺藝術資優教育計劃： 北京視覺藝術研習團	2C 王顥婷

(C) Prizes

2023-2024 蒙民偉博士教育基金獎學金

黃鍵浠

汪彼得牧師紀念獎學金

4C05 李詠恩 5A21 莫家維

何苑蕙老師紀念獎學金

4A05 褚采儀

藝穗飛揚獎學金

6C02 陳咏詩

樂程獎學金(領導才能)

5D14 薛靜詩

樂程獎學金(體育才能)

5A27 謝振曦

梅浩求校長紀念獎學金

4A05 褚采儀 4A10 余沛雯 4B13 王雅汶 4D17 梁卓軒 5A08 陳楚橋
5A11 張俊傑 5B04 何偲如 5B07 羅穎鋸 5D11 潘玥

黃嘉傑最佳進步獎(第三名)

1A26 廖俊謙 1B05 梁芷悠 1C05 郭柔嬌 1D04 周芷琪
2A21 張鐘健 2B13 劉子彧 2C02 黎沛澄 2D19 陳瑞天
3A01 陳芷欣 3B14 周梓洋 3C19 馮昊新 3D09 梁鈺彤
4A32 黃日謙 4B11 敖映暉 4C27 范催晞 4D19 馬慶子
5A27 謝振曦 5B03 鄧民婉 5C06 王慧儀 5D29 袁君豪

黃嘉傑最佳進步獎(第二名)

1A16 張文浩 1B27 馬信行 1C16 鄭凱俊 1D11 毛雪瑩
2A28 林晉熙 2B24 羅啟灝 2C32 邱南博 2D22 張正宇
3A12 葉穎喬 3B23 李浩陽 3C23 盧智昇 3D23 李諾芹
4A18 何加睿 4B21 何浚浩 4C33 阮君濤 4D06 林芷澄
5A17 羅卓霖 5B20 劉尚雋 5C01 陳梓嘉 5D15 甄心怡

黃嘉傑最佳進步獎(第一名)及教師聯誼會獎學金(最佳進步獎)

1A05 劉芷瑤 1B02 陳心妍 1C06 江凱霖 1D31 謝浩軒
2A06 許心瑤 2B30 黃敬恒 2C15 阮倩兒 2D31 黃啟全
3A16 陳禮信 3B21 李進業 3C27 潘文俊 3D05 黃詩晴
4A20 葉展廷 4B33 吳培年 4C04 林晞蕾 4D23 楊明謙
5A26 譚澤朗 5B25 譚昊軒 5C02 利愷晴 5D24 柯卓毅

校長盾—最佳表現獎

歷史科	4D22	黃子晨	資訊及通訊科技科	5A13	蔡梓諾
英文科	5A15	江政然	公民及社會發展科	5A15	江政然
數學科	5A35	周煒康	物理科	5A35	周煒康
視覺藝術科	5B03	鄧民婉	生物科	5B28	楊傑凱
化學科	5B28	楊傑凱	中國歷史科	5C09	陳子銘
旅遊與款待	5C09	陳子銘	中文科	5D11	潘玥
地理科	5D18	甘卓康	經濟科	5D18	甘卓康
企業、會計與財務概論科	5D18	甘卓康			

第九屆全國學生『學憲法 講憲法』活動「全國總決賽

初中組演講比賽 三等獎

3A04 張英姿

法治素養競賽團體賽 二等獎

3A05 莊琇羽

2025《憲法》和《基本法》全港校際問答比賽

中學組 季軍

4D22 黃子晨 5D11 潘玥 5D14 薛靜詩

全港校際《憲法》演講比賽 (2024/25)

初中組 亞軍

初中組 最佳表達獎

3A04 張英姿

香港聯合國教科文組織協會 英語辯論比賽

中學組中四級季軍

4A05 褚采儀 4A10 余沛雯 4B16 陳凱耀

ASTAR Scrabble Challenge International

18歲以下組別 個人季軍

4D22 黃子晨

Inter-School Scrabble Championship 2025

練習賽 個人 最佳隊員

2A30 蘇至信

決賽 個人 High Word

2A30 蘇至信

決賽 個人 最佳隊員

4D22 黃子晨

決賽 隊制 亞軍

1A29 蘇弘正 1B33 袁駿耀 2A30 蘇至信 4D22 黃子晨 5C09 陳子銘

四社全年獎

亞軍：理雅各社

總冠軍：車錦江社

學業成績獎

1A13	袁穎欣	品學兼優獎	3A04	張英姿	中國歷史科	5A13	蔡梓諾	資訊及通訊科技科
1A33	余顯揚	普通話科	3A15	陳厚銀	體育科	5A27	謝振曦	體藝獎 (音樂科)
1B03	方心	音樂科	3B05	李欣潼	聖經科	5A28	蔡雨鑫	數學單元一
1B04	郭晞好	體育科	3B11	謝羨彤	體藝獎 (家政科)	5A32	楊天賜	體育科
1B12	邱穎晴	數學科	3B18	何卓謙	普通電腦科	5B03	鄧民婉	視覺藝術科
1B15	陳梓楓	體育科	3B19	羅振傲	英文科	5B04	何偲如	體育科
1B30	蘇浩文	家政科	3C10	伍嘉怡	家政科	5B19	劉嘉揚	品學兼優獎
1C26	吳文諾	地理科	3C17	朱嘉雋	數學科	5B21	李澤鋒	聖經科
1C32	譚梓浩	家政科	3C20	姜俊希	地理科	5D11	潘玥	中文科
1D16	陳慶霖	品學兼優獎	3C08	林子鈴	全班第一名	5D24	柯卓毅	歷史科
1D18	鄭子俊	家政科			中文科	5B28	楊傑凱	全班第一名
1D13	龐曉瞳	全班第一名			視覺藝術科			生物科
1A32	香嘉宝	公民、經濟與社會科			品學兼優獎			化學科
		家政科	3D28	胡友坤	全級第三名	5C08	陳諾軒	體藝獎 (體育科)
1B06	林洋陽	家政科			全班第一名	5C09	陳子銘	全班第一名
		視覺藝術科			歷史科			中國歷史科
1A18	高綱灝	全班第一名			綜合科學科			旅遊與款待科
		中國歷史科			商業導論科			品學兼優獎
		中文科			普通話科	5D18	甘卓康	全級第三名
1B08	駱霖	全級第三名			品學兼優獎			全班第一名
1C23	梁溢恆	全級第二名	3B10	戴睿婕	全級第二名			企業、會計與財務概論科
		全班第一名			全班第一名			經濟科
		聖經科			品學兼優獎			地理科
		品學兼優獎	3A05	莊琇羽	全級第一名			品學兼優獎
1B33	袁駿耀	全級第一名			全班第一名	5A15	江政然	全級第二名
		全班第一名			音樂科			公民與社會發展科
		普通電腦科			體育科			英文科
		英文科			品學兼優獎	5A35	周煒康	全級第一名
		地理科	4A04	陳珈嫻	數學單元一			全班第一名
		歷史科	4A05	褚采儀	經濟科			數學科
		綜合科學科	4A06	郭芷晴	體育科			數學單元二
		品學兼優獎	4A11	謝宇迪	聖經科			物理科
2A05	何依諾	普通話科	4A14	張宇鵬	數學單元二			品學兼優獎
2A11	吳華焮	體育科	4C02	陳淑欣	視覺藝術科			
		體藝獎 (體育科)			體藝獎 (視覺藝術科)			
2A27	梁健栢	體育科	4D17	梁卓軒	體育科			
2B01	陳敏芝	生活與社會科	4B23	柳卓謙	全班第一名			
2B04	陳梓柔	家政科			品學兼優獎			
2C12	衛愷晴	音樂科	4A07	何寶如	中文科			
2D05	洪曉茵	品學兼優獎			體育科			
2D28	吳嘉銘	視覺藝術科	4C29	莫耀聰	全班第一名			
2D06	林清瑤	全班第一名			企業、會計與財務概論科			
2C14	王穎婷	聖經科			旅遊與款待科			
		中國歷史科			品學兼優獎			
2C15	阮倩兒	全班第一名	4D22	黃子晨	全級第三名			
		英文科			全班第一名			
		綜合科學科			中國歷史科			
		品學兼優獎			地理科			
2A07	羅善同	全級第三名			歷史科			
		中文科			品學兼優獎			
		普通電腦科	4A31	曾垂宇	全級第二名			
2A08	梁心言	全級第二名			資訊及通訊科技科			
		全班第一名			物理科			
		數學科	4A27	廖略登	全級第一名			
		品學兼優獎			全班第一名			
2B19	陳培燊	全級第一名			生物科			
		全班第一名			化學科			
		地理科			公民與社會發展科			
		歷史科			英文科			
		品學兼優獎			數學科			
					品學兼優獎			

C. C. C. Mong Man Wai College
Report on the Use of the Capacity Enhancement Grant (2024–2025)

Area of Concern	Implementation Plan	Benefits Anticipated	Actual Expense	Success Criteria	Evaluation
Teacher assistant (Chinese)	To employ a TA to supervise detention classes, prepare teaching materials and serve as a substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$205,722.59	Most of the teachers agree that their non-teaching workloads are relieved	– The TAs took up nearly all the substitute lessons for the teachers and helped to supervise detention classes after school – The TAs helped the teachers to organize the school activities – The TAs helped to take minutes in the meetings and do a lot of clerical work in the subject panels and committees – The TAs helped to prepare teaching materials for the subject panels – It was agreed that the above works can help to ease the workload of teachers to enhance teachers' effectiveness in teaching
Teacher assistant (English)	To employ a TA to supervise detention classes, prepare teaching materials and serve as a substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$225,129.04	Most of the teachers agree that their non-teaching workloads are relieved	
Teacher assistant (ECA)	Employing a TA to supervise detention classes, supervise various activities, handle administrative work and serve as a substitute teacher	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$226,800.00	Most of the teachers agree that their non-teaching workloads are relieved	
Teacher assistant (OLE & Maths)	To employ a TA to support the daily operation of OLE webpage, collaborate with external organizations, coaching of students' activities, monitor whole school OLE records, implementation of specific schemes and related clerical work	Relieve teachers from non-teaching work so as to enhance teachers' effectiveness in teaching	\$228,092.58	Most of the teachers agree that their non-teaching workloads are relieved	

Remedial Classes	Employing tutors from outside to help the students needed to review and consolidate the basic knowledge learned	Alleviate teachers' workload by monitoring students' drilling	\$10,500.00	Over 80% attendance in the course and good student feedback	- There were 11 classes in total. - 105 students participated. - Only 2 session were held for each class due to the time constraints. - The classes were well-received.
			\$896,244.21		

The CEG in the current school year is \$676,944. It is expected that the CEG in the next school year will be around \$609,252.00.

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

Name of School: C.C.C. Mong Man Wai College

Staff-in-charge: Miss Fok Pik Shan **Contact Telephone No.:** 2727 6371

A. The number of students (count by heads) benefitted under the Grant is 179 **(including A.** 60 **CSSA recipients, B.** 105 **SFAS full-grant recipients and C.** 14 **under school's discretionary quota).**

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
中六級中文科寫作能力提升訓練班		2	3	95%		1,001.00	Questionnaire and teachers' Observation		
中六級生物科興趣提升班	1	2	2	95%		1,625.00	Questionnaire and teachers' Observation		
初中繪畫工作坊		2	1	100%		1,600.00	Questionnaire and teachers' Observation		
中六英語聆聽及綜合能力奮進班			2	100%		468.00	Questionnaire and teachers' Observation		
中五級中文寫作能力提升班	2	3	3	95%		2,499.00	Questionnaire and teachers' Observation		
中六級物理科能力提升班	1	2	2	95%		4,751.00	Questionnaire and teachers' Observation		
中六級化學科知識增潤班		1		100%		300.00	Questionnaire and teachers' Observation		
中六級生物科增潤班		4		90%		1,636.40	Questionnaire and teachers' Observation		
中六級英文閱讀及寫作奮進班		1	2	100%		750.00	Questionnaire and teachers' Observation		

中六級數學知識加強班		5	4	95%		2,300.00	Questionnaire and teachers' Observation		
課外活動領袖訓練			2	100%		3,520.00	Questionnaire and teachers' Observation		
中六資訊及通訊科技知識加強班		1	2	95%		700.00	Questionnaire and teachers' Observation		
中一級閱讀策略培訓課程	2	8	3	95%		2,221.80	Questionnaire and teachers' Observation		
中五級英語閱讀能力奮進班		1		100%		300.00	Questionnaire and teachers' Observation		
中一級訓練日營	3	19	4	100%		11,592.00	Questionnaire and teachers' Observation		
中五級生物科增潤班	1	1	1	90%		909.10	Questionnaire and teachers' Observation		
中一級中文科文言文閱讀能力提升訓練班		11	1	95%		1,459.00	Questionnaire and teachers' Observation		
中三級文言文閱讀班			1	100%		96.00	Questionnaire and teachers' Observation		
中四級生物科生態考察		2	2	95%		1,001.10	Questionnaire and teachers' Observation		
躲避盤隊訓練		2		95%		1,000.00	Questionnaire and teachers' Observation		
中五級物理科興趣提升班	1	3	2	95%		2,682.00	Questionnaire and teachers' Observation		
中二級中文閱讀班		4	1	95%		360.00	Questionnaire and teachers' Observation		
小提琴班	2	7		95%		10,400.00	Questionnaire and teachers' Observation		
中三級數學挑戰班		1	2	95%		501.00	Questionnaire and teachers' Observation		
中一及中二英語奮進班		8		95%		1,520.00	Questionnaire and teachers' Observation		

歌舞劇團訓練		5	6	95%		78,375.00	Questionnaire and teachers' Observation		
中四級聖經科服務學習體驗	2	5	1	100%		1,213.70	Questionnaire and teachers' Observation		
中四級物理科興趣提升班	1	2	1	100%		1,084.00	Questionnaire and teachers' Observation		
中四級英語聆聽挑戰班		1		100%		220.00	Questionnaire and teachers' Observation		
CAD 繪圖結合鐳射切割課程(進階)		1		100%		1,760.00	Questionnaire and teachers' Observation		
中三英語奮進班	2	1		95%		600.00	Questionnaire and teachers' Observation		
學務領袖生訓練日營		2	1	100%		1,247.00	Questionnaire and teachers' Observation		
中一社區探訪 - 盲人甜品師工作坊	1	4	1	100%		2,040.00	Questionnaire and teachers' Observation		
中五級地理科荔枝窩及鴨洲考察活動		1		100%		40.7	Questionnaire and teachers' Observation		
STEM/AI 科技創新挑戰賽特訓班		1		100%		1,060.00	Questionnaire and teachers' Observation		
木結他班	3	3	1	95%		7,380.00	Questionnaire and teachers' Observation		
中一社區探訪 - 參觀社企及認識餐桌禮儀		4		95%		1,388.00	Questionnaire and teachers' Observation		
流行鼓班		2		100%		1,280.00	Questionnaire and teachers' Observation		
中一社區探訪 - 少數族裔交流之旅		1		100%		342.00	Questionnaire and teachers' Observation		
進階攝影技巧工作坊		1	3	100%		1,212.50	Questionnaire and teachers' Observation		
中一社區探訪 - 貧窮體驗活動		3	1	100%		1,058.00	Questionnaire and teachers' Observation		

日本太鼓隊訓練		4	1	95%		14,400.00	Questionnaire and teachers' Observation		
古箏隊訓練		1	1	95%		6,400.00	Questionnaire and teachers' Observation		
樂團訓練		4	9	95%		17,000.00	Questionnaire and teachers' Observation		
合唱團訓練		3	1	95%		7,200.00	Questionnaire and teachers' Observation		
款客服務體驗工作坊		2		95%		812.00	Questionnaire and teachers' Observation		
中四資訊及通訊科技科知識加強班		1		100%		100.00	Questionnaire and teachers' Observation		
中四級企會財科知識加強班		1		100%		134.00	Questionnaire and teachers' Observation		
踢躡舞訓練班		1	1	95%		9,075.00	Questionnaire and teachers' Observation		
學生大使團隊訓練營	1	5	1	100%		3,540.40	Questionnaire and teachers' Observation		
Rummikub 校隊訓練			1	100%		250.00	Questionnaire and teachers' Observation		
Total no. of activities:									
@No. of man-times	23	149	70		Total Expenses	214,404.70			
**Total no. of man-times	242								

Note:

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

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

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

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

C. Project Effectiveness

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

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

D. Comments on the project conducted

Problems/difficulties encountered when implementing the project

(You may tick more than one box)

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

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

_____ They enjoyed the activities provided by the school.

C. C. C. Mong Man Wai College
Annual Programme Evaluation for DLG-funded Other Programmes (Gifted Education) (2024–2025)

Domain	Programme	Objective(s)	Targets (No./ level/ selection)	Duration/ Start Date	Deliverables	Evaluation Results	Actual Expenses
English	S4-6 Public speaking training	- To train the S.4-6 elites for external public speaking competitions and events	S.4-6 students	Whole year	Students' and tutors' feedback and achievement in competitions	The public speaking training yielded encouraging results, particularly given the reserved nature of the S4& S6 cohort. Despite their introverted tendencies, many students stepped outside their comfort zones to take part in the competition; a bold move that speaks to the program effectiveness. A total of 13 students earned merit awards: 8 from S4, 3 from S5, and 2 from S6. These results reflect the students' personal growth in confidence and communication. Though not all were recognized with awards, their willingness to engage publicly marks a meaningful achievement. Overall, the training proved to be a satisfactory and transformative experience.	\$17,620.00
ICT	C++ 編程班	提供學生於課後學習 C++編程之機會	S.4 students	Sep – Oct 2024	Survey	學生問卷結果正面。	\$5,010.00
Mathematics	Mathematics Olympiad Course	Equip students to participate in the Mathematics Competition	S.4 students	Whole year	Students' and tutors' feedback and achievement in competitions	8 senior form students joined Mathematics Olympiad Courses. The attendance of the Mathematics Olympiad Course was satisfactory and the trainer gave all the participating students very high	\$8,760.00

Domain	Programme	Objective(s)	Targets (No./ level/ selection)	Duration/ Start Date	Deliverables	Evaluation Results	Actual Expenses
						comments. Most of the students found the problems of MO interesting and challenging, and were interested in participating in future mathematics competitions.	
Chinese	S.4-6 Chinese debate training	-通過比賽與友校切磋，提高思辯能力及辯技，加強邏輯思維。	S.4-6 students	Whole year	Students' and tutors' feedback and achievement in competitions	共參加了四項校際比賽，參賽同學均有參與賽前訓練及準備，更能於一項全港性校際比賽中奪得季軍，賽餘亦有與友校舉辦友誼賽。	\$19,443.00
Visual Arts	S.4 Drawing and Painting Workshop	- Elite Training - Positive education	S.4 students	Whole year	Students' and tutors' feedback	Students learnt some painting skills.	\$16,800.00
Visual Arts	S.5 Drawing and Painting Workshop	- Elite Training - Positive education	S.5 students	Whole year	Students' and tutors' feedback	All students' painting skill is improved.	\$16,800.00
Visual Arts	Photography Workshop	-Students are able to apply relevant knowledge and skills to create their work.	S.4 students	Whole year	Students' feedback	Students learnt and used the software of InDesign, Photoshop, and lightroom to create their own photobook with theme.	\$16,600.00
Academic Committee (Affairs)	S4 Elite training for the HKAGE students	To equip elite students with different higher-order thinking skills (e.g. critical thinking, problem-solving, creative thinking, etc.)	S4 students, who are the HKAGE members	Whole year	Participants' feedback	Positive feedback collected.	\$2543.00
Academic Committee (Affairs)	E S5 Elite training courses or some short academic	To enrich elite students' learning experiences outside school & further equip elites with	S5 student	Whole year	Participants' feedback	A S5 student got the Bronze Award.	\$1,000.00

Domain	Programme	Objective(s)	Targets (No./ level/ selection)	Duration/ Start Date	Deliverables	Evaluation Results	Actual Expenses
	courses organised by tertiary institutions	different academic knowledge & skills required in tertiary institutions					
Academic Committee (Affairs)	S5 Elite training for the HKAGE students	To equip elite students with different higher- order thinking skills (e.g. critical thinking, problem-solving, creative thinking, etc.)	S5 students, who are the HKAGE members	Whole year	Participants' feedback	Positive feedback collected.	\$2,543.00
Academic Committee (Affairs)	S5 Elite Training Workshop (Applied Strategic Thinking, e.g. Critical thinking skills & Effective Study Skills Program	To further equip elite students with different study skills & higher- order thinking skills.	S5 student	May, July 2025	Participants' feedback	Very well-received course having positive feedback.	\$9,900.00

Total: \$117,019.00

C.C.C. Mong Man Wai College
Report on the Use of School Executive Officer Grant 2024/25

Area of Concern	Implementation Plan	Resources Required	Success Criteria	Method of Evaluation	Person-in-charge	Evaluation	Expenditure
To employ an Executive Office (EO) to provide the administrative support to the school	● To support the operation of IMC ● To assist in the executive functions of financial resources management ● To supervise and manage duties of non-teaching staff	\$446,040	● Smooth running of the administrative work	Feedback from the Principal and Vice-principals	LYM	● EO was able to liaise the IMC members, support the operation of IMC, work independently for the purchasing procedures of the ordered items, and manage the operation of the office.	\$446,040
Total Amount		\$446,040					\$446,040

C.C.C. Mong Man Wai College

[Schools can adapt the format of this template to cater for their school-based needs.]

Report on the Use of the Promotion of Reading Grant

2024 – 2025 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives: (e.g. reading culture of the whole school, students' reading attitude, book borrowing situation and students' engagement in reading activities)

The “S1–S3 Reading Across Curriculum Award Scheme” and the Subject-based Reading Scheme have effectively encouraged students to engage in reading throughout the year. These schemes promote reading across a wide range of materials, including both printed books and e-books in Chinese and English, helping students cultivate consistent reading habits. Participation from AC prefects, student librarians, and members of different clubs were invited to join and shared reading during Manwaier’s Talk. Additionally, students conduct reading sharing sessions during the morning assembly, which further promotes a positive reading culture and enhances student engagement in reading-related activities across the school.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across the curriculum and home school co-operation)

The School Library collaborated with the Academic Committees (Affairs and Subjects) and various subjects to create a motivating reading environment. A Reading Talk was held on Reading Day to engage students, while Manwaier’s Talk provided a platform for student reading sharing. Reading resources were also promoted during the morning assembly for 2024–2025. These activities received positive feedback and raised awareness of available materials. Expanded subscriptions to e-books and printed books have diversified reading options. The “S1–S2 Reading Award Scheme” and “S1–S3 Reading Across Curriculum Award Scheme” have successfully encouraged students to develop strong reading habits from junior forms.

Part 2: Financial Report

	Item *	Actual expenses (\$)
1.	Purchase of Books	\$68,974.00
	☒ Printed books 中文科	\$12,974.00
	☒ e-Books	\$21,000.00
		\$25,000.00
		\$10,000.00
2.	Web-based Reading Schemes	\$11,000.00
	☐ eRead Scheme	
	☒ Other scheme : 中文科網上閱讀推廣	\$11,000.00
3.	Reading Activities	\$10,000.00
	☒ Hiring writers, professional storytellers, etc. to conduct talks	\$10,000.00
	☐ Hire of service from external service providers to organise learning activities related to the promotion of reading	
	☐ Paying the application fees for students to participate in reading activities and competitions	
	☐ Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others : _____	
	Total	\$89,974.00
	Unspent Balance	(\$23,798.00)

* Please tick the appropriate boxes or provide details.

24/25 School Year Report on the Use of the Student Activities Support Grant
C.C.C. MONG MAN WAI COLLEGE

I. Financial Overview

A	Allocation in the Current School Year:	\$120,250.00
B	Expenditure in the Current School Year:	\$120,250.00
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	15	\$13,712.20
Full-grant under the School Textbook Assistance Scheme	64	\$78,940.80
Meeting the school-based financially needy criteria	30	\$27,597.00 (capped at 25% of the total allocation for the school year)
Total	109	\$120,250.00

(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	學生大使培訓課程 - 創意扭氣球班	Leadership Training	3	\$931.50			✓		
2	乒乓球隊訓練	Physical Education	1	\$1,978.00			✓		
3	保齡球校隊訓練	Physical Education	11	\$41,685.00			✓		

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
4	初中紮作班	Arts (Visual Arts)	3	\$1,592.00			✓		
5	領袖生訓練營	Leadership Training	10	\$4,751.00	✓				
6	女子排球隊訓練	Physical Education	12	\$22,198.00			✓		
7	戲劇訓練班	Others, please specify	1	\$2,025.00			✓		
8	中六級生物科生態考察	Science	7	\$513.00		✓			
9	銅管樂器班	Arts (Music)	1	\$1,600.00			✓		
10	流行鼓班	Arts (Music)	3	\$5,760.00			✓		
11	男子足球校隊訓練	Physical Education	5	\$5,174.00			✓		
12	躲避盤隊訓練	Physical Education	1	\$500.00			✓		
13	拳擊體驗班	Physical Education	2	\$50.00			✓		
14	男子排球訓練	Physical Education	6	\$12,638.00			✓		
15	小提琴班	Arts (Music)	8	\$5,734.00			✓		
16	中六級地理科興趣提升班	Geography	2	\$728.00		✓			
17	木結他班	Arts (Music)	9	\$7,242.00			✓		
18	香港半島酒店參觀	Others, please specify	5	\$148.00		✓			✓
19	中五級生物科考察	Science	1	\$66.70		✓			
20	中二級團隊領袖訓練日營	Leadership Training	12	\$4,637.50	✓				
21	普拉提體驗班	Physical Education	1	\$33.00			✓		
22	中四級聖經科服務學習體驗	Others, please specify	1	\$5.30				✓	
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 1			105	\$119,990.00					

2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	深圳生命科學及自然地貌探索之旅	Geography	4	\$260.00	✓	✓			
2									
3									
(Please insert rows above if the space provided is insufficient.)									
Expenses for Category 2			4	\$260.00					
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			109	\$120,250.00					

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):	Ms. Fok Pik Shan (Vice Principal)
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Report on the Use of the Life-wide Learning Grant
2024/25 School Year

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

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development	Values Education	Physical and Aesthetic	Community Service	Career-related
1.1	Local Activities: To organise life-wide learning activities in different KLAS / cross-KLA / curriculum areas to enhance learning effectiveness , or to organise diversified life-wide learning activities to cater for students' interests and abilities for stretching students' potential and nurturing in students positive values and attitudes													
1	Mock Results Release	2024-09	S6	117	792.20	6.77	E1	Other Learning Experience Com	Can effectively help students understand the	✓				✓
2	關愛社群共融計劃	wholeyear	S3, S4, S5	20	570.00	28.50	E1	STEM Education Task Group	學生問卷結果正面。	✓		✓	✓	
3	CAD 結合鐳射打印課程	2024-10, 2024-11, 2024-12	S3, S4, S5	15	24878.00	1658.53	E1	STEM Education Task Group	學生問卷結果正面。	✓		✓		
4	RoboMaster 比賽特訓班	2025-02, 2025-03, 2025-04	S1, S2, S3, S4	9	16409.20	1823.24	E1, E7	STEM Education Task Group	學生問卷結果正面。	✓				
5	STEM Week 支出	2025-03	S1, S2, S3, S4, S5	400	2501.00	6.25	E1	STEM Education Task Group	根據教師觀察，學生普遍能投入相關活動。	✓				
6	STEM Week 活動-爬蟲動物展示	2025-03	S1, S2, S3, S4, S5	100	6400.00	64.00	E1	STEM Education Task Group	根據教師觀察，學生普遍能投入相關活動。	✓				
7	STEM Week 活動--STEM x 體育工作坊	2025-03	S5	105	15007.00	142.92	E1	STEM Education Task Group	學生問卷結果正面。	✓	✓			
8	中一級際全方位學習活動	2025-04	S1	132	5313.87	40.26	E1	STEM Education Task Group	學生問卷結果正面。	✓				
9	中一級際全方位學習活動	2024-10, 2024-11	S2	131	40000.00	305.34	E1	STEM Education Task Group	學生問卷結果正面。	✓				
10	生態球課程	2025-02, 2025-03	S3, S4	20	1370.00	68.50	E1	STEM Education Task Group	學生問卷結果正面。	✓				
11	星際探索比賽特訓班	2025-02, 2025-03, 2025-04	S1, S2, S3	8	21311.11	2663.89	E1, E7	STEM Education Task Group	學生問卷結果正面。	✓				
12	航拍工作坊	2024-10, 2024-11	S1, S2, S3, S4, S5	6	2380.00	396.67	E5, E7	STEM Education Task Group	學生問卷結果正面。	✓			✓	
13	跨科活動及參與校外比賽	wholeyear	S1, S2, S3, S4, S5	5	5898.00	1179.60	E1	STEM Education Task Group	包括參加 Sky Dream 飛行比賽準備課程及比賽。	✓				
14	中四級聖經科「面對逆境」服務學習體驗	2025-04, 2025-05	S4	123	13913.00	113.11	E1, E2	Biblical Knowledge	全中四級順利完成。同學於問卷均表示，透過				✓	
15	Horseshoe crab rearing program	wholeyear	S4, S5	20	302.00	15.10	E1	Biology	90% of students completed the program	✓				✓
16	組織探訪: 理財教育體驗館	wholeyear	S5	21	700.00	33.33	E2	Business, Accounting and Finan	同學對於參觀體驗館感到滿意。					✓
17	English Days	wholeyear	S1, S2, S3, S4, S5	600	3580.60	5.97	E1	English Language	The budget was spent on the purchase of presents	✓				
18	English outings, workshops and visits	wholeyear	S1, S2, S3, S4, S5	200	800.00	4.00	E2, E6	English Language	Part of the budget was spent on transportation for	✓				
19	English speech festival training	wholeyear	S1, S2, S3, S4, S5	36	10804.60	300.13	E5	English Language	The Speech Festival training this year fostered	✓				
20	Inter-class English competitions	wholeyear	S1, S2, S3, S4, S5	550	3000.00	5.45	E1	English Language	The budget was mainly spent on the purchase of	✓				
21	野外考察活動	wholeyear	S4, S5	30	942.70	31.42	E2	Geography	荔枝窩及鴨洲海路考察; 深井龍灣導遊考察; 萬宜	✓				
22	STEM Week 課後增潤班	2025-03, 2025-04, 2025-05	S2	400	52193.00	130.48	E7	Information and Communicatio	學生問卷結果正面。	✓				
23	資訊素養講座	wholeyear	S3, S4, S5	126	2950.00	23.41	E6	Information and Communicatio	舉辦了一場學生講座(中二)。學生問卷結果	✓				
24	線上代幣經濟學實踐-區塊鏈及網絡安全	2024-09, 2024-10, 2024-11	S2, S3, S4, S5	22	51476.00	2339.82	E1	Information and Communicatio	學生問卷結果正面。	✓				
25	IS Competition fee	wholeyear	S1, S2	9	273.50	30.39	E1	Integrated Science	Students could enter the competition with the					✓
26	Field Visit	2025-04	S2	120	3200.00	26.67	E1, E2	Integrated Science	90% of students participated in the field visit and	✓				✓
27	S1-3 Biotechnology Mobile Laboratory	2025-03	S1, S2, S3	390	18000.00	46.15	E1	Integrated Science	90% of students attended the workshop.	✓				✓
28	Junior form Mathematics Olympiad Course	wholeyear	S1, S2, S3	10	4980.00	498.00	E1	Mathematics	10 S1 students joined Mathematics Olympiad	✓				
29	Nomination fee for external mathematics c	wholeyear	S1, S2, S3, S4, S5	5	870.00	174.00	E1	Mathematics	4 S1 students and 1 S2 students joined 數據數學初	✓				
30	P6 - S1 mathematics activity	2024-08	S1	123	146.00	1.19	E1	Mathematics	Prizes had be bought for the mathematics summer	✓				
31	Art material	wholeyear	S4, S5, S6	345	2098.80	6.08	E1	Other Learning Experience	Students can make good use of materials to			✓		✓
32	Collaboration program with T&L	wholeyear	S4	123	1600.00	13.01	E1	Physical Education	效果理想。			✓		
33	Gallery Visits	wholeyear	S1, S2, S3, S4, S5	60	700.00	11.67	E2	Visual Arts	Students are active during these gallery visits and			✓		
34	50週年中文劇社	wholeyear	S1, S2, S3, S4, S5	16	41452.45	2590.78	E1, E5	Anniversary Preparation Group	學生能參與大型演出，增加舞台經驗，提升自	✓				✓
35	50週年活動舞台化妝及服飾	wholeyear	S1, S2, S3, S4, S5	158	22568.80	142.84	E1	Anniversary Preparation Group	學生能參與不同崗位，增加舞台知識。			✓		
36	50週年英文歌舞劇	wholeyear	S1, S2, S3, S4, S5	31	158555.00	5114.68	E1, E5, E6, E7	Anniversary Preparation Group	學生能透過學習英文歌舞劇提升語言能力、文			✓		
37	50週年音樂表演	wholeyear	S1, S2, S3, S4, S5	70	100055.00	1429.36	E1, E2	Anniversary Preparation Group	學生透過音樂表演提升自信，並促進情感表達			✓		
38	50週年跳繩表演	wholeyear	S1, S2, S3, S4, S5	14	32400.00	2314.29	E1	Anniversary Preparation Group	學生能透過表演，提升跳繩技能，增加團隊精			✓		
39	50週年舞蹈表演及學界舞蹈節	wholeyear	S1, S2, S3, S4, S5	23	3788.10	164.70	E1, E5	Anniversary Preparation Group	學生能透過舞蹈表達情感及舒緩壓力，建立團			✓		
40	50週年踢踏舞	wholeyear	S1, S2, S3, S4	4	9000.00	2250.00	E1, E5	Anniversary Preparation Group	學生能透過舞蹈表達情感及舒緩壓力，建立團			✓		
41	領袖生訓練	wholeyear	S3, S4, S5	60	7646.90	127.45	E1, E2	Discipline Committee	According to the survey results, the feedback from	✓				
42	2025Music Festival	wholeyear	S1, S2, S3, S4, S5	30	4100.00	136.67	E1	Extra-Curricular Activities Com	學生能參加不同音樂比賽，廣闊視野，提升個			✓		
43	Rummikub Team	wholeyear	S1, S2, S3, S4, S5	15	11671.30	778.09	E1, E5	Extra-Curricular Activities Com	學生能透過參與Rummikub的訓練及比賽，提升	✓				
44	體育校隊	wholeyear	S1, S2, S3, S4, S5	200	75649.00	378.25	E5	Extra-Curricular Activities Com	訓練能提供不同的校隊讓不同能力的同學能發			✓		
45	體育校隊場地預訂	wholeyear	S1, S2, S3, S4, S5	200	18800.00	94.00	E1	Extra-Curricular Activities Com	能讓同學在良好的環境下訓練體育運動，提升			✓		
46	體育學界報名費	wholeyear	S1, S2, S3, S4, S5	200	17930.00	89.65	E1	Extra-Curricular Activities Com	學生能透過參與不同比賽，與其他學校交流，			✓		
47	攝影班	wholeyear	S2, S3, S4, S5	10	2625.00	262.50	E1	Extra-Curricular Activities Com	學生能透過攝影班，提升攝影技巧，發掘個人			✓		
48	中文辯論隊	wholeyear	S3, S4, S5	20	12122.40	606.12	E1, E5	Extra-Curricular Activities Com	能透過辯論訓練，提升學生思辯能力，建立正	✓				✓
49	全方位活動日	2024-10, 2025-04	S1, S2	300	2569.50	8.57	E2	Extra-Curricular Activities Com	能讓學生參與不同活動，接觸多元化的活動。	✓				
50	英文辯論隊	wholeyear	S3, S4, S5	20	17290.00	864.50	E1, E2, E5	Extra-Curricular Activities Com	學生透過參與不同比賽，與其他學校學生交流	✓				
51	會社領袖訓練	wholeyear	S2, S3, S4, S5	60	6150.00	102.50	E1	Extra-Curricular Activities Com	能教授學生籌組活動須注意事項，學習自行組	✓				✓
52	試後活動	2025-07	S1, S2, S3, S4, S5	200	1847.50	9.24	E1, E5, E7	Extra-Curricular Activities Com	能讓學生參與多元化的學習活動，發展不同才	✓				
53	跨科或委員會活動	wholeyear	S1, S2, S3, S4, S5	200	2468.00	12.34	E1, E2	Extra-Curricular Activities Com	能與其他學術及非學術組織舉辦活動，讓學生			✓		
54	樂器班	wholeyear	S1, S2, S3, S4, S5	150	33510.00	223.40	E1, E5, E7	Extra-Curricular Activities Com	讓學生接觸不同樂器，提升同學對音樂的興趣			✓		
55	課外活動領袖訓練	wholeyear	S4	20	27530.90	1376.55	E1, E6	Extra-Curricular Activities Com	能與世界各地的義工交流，並學習自行籌組活	✓			✓	
56	OLE webpage & board display	wholeyear	S1, S2, S3, S4, S5	729	230.00	0.32	E1	Other Learning Experience Com	Can strengthen the effects of promotion.	✓				✓
57	S6 Interview Workshop	wholeyear	S6	117	9900.00	84.62	E1	Other Learning Experience Com	Can effectively help students have a better					✓
58	宗教周會及節期崇拜費用(9次聚會)	wholeyear	S1, S2, S3, S4, S5	730	6500.00	8.90	E1	Religious Committee	能提升全校宗教氣氛及正向文化。				✓	
59	與眾發堂合辦學生營會活動	2025-07	S1, S2, S3, S4, S5	24	7231.00	301.29	E1	Religious Committee	訓練學生領袖，參與團契及教會服務。	✓				✓
60	Interest classes for Student Ambassadors	2024-09	S2, S3, S4, S5	20	3726.50	186.33	E1	School Liaison Committee	A balloon twisting course was held in the first term.	✓	✓	✓		

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses (\$)	Actual Expenses per Person (\$)	Nature of Expenses*	Domain (Please select or fill in the domain of the activity as appropriate)	Evaluation Results	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Intellectual Development	Values Education	Physical and Aesthetic	Community Service	Career-related
61	S.5-6 Biology Elite Class	wholeyear	S5, S6	97	16518.50	170.29	E1	Biology	Enhancing learning interest	✓				
62	International Biology Olympiad	2024-09	S6	5	3000.00	600.00	E1	Biology	90% of the participants attended the training	✓				
63	S.4 CSI Workshop	2025-07	S4	45	9000.00	200.00	E1	Biology	90% of students completed the program.	✓				✓
64	S.4-S.6 Field Trip	wholeyear	S4, S5, S6	145	13152.20	90.70	E1, E2	Biology	90% of S.4-6 students completed the field trips.	✓				✓
65	S5 career activity - a visit to university/IVE	wholeyear	S5	60	900.00	15.00	E2	Chemistry	Students have learned about advanced instruments		✓			✓
66	朗誦訓練及比賽	wholeyear	S1, S2, S3, S4, S5, S6	26	19858.20	763.78	E1, E2, E5	Chinese Language	共24組參賽項目，參賽人數比去年稍跌。其中2	✓				
67	Microsoft AI-900 證書考試	2025-01, 2025-02, 2025-03	S3	6	3200.00	533.33	E1, E7	Information and Communication Technology	最後6人參與考試，當中4人合格。學生間卷結	✓				
68	筆跡及文件鑑定工作坊	2025-04	S1, S2, S3	32	5080.00	158.75	E1, E2	Integrated Science	90% of students completed the workshop and felt	✓			✓	
69	S.2 CSI Workshop	2025-07	S2	36	9000.00	250.00	E1	Integrated Science	90% of students took part in the workshop and	✓			✓	
70	中一社區探訪活動	wholeyear	S1	132	22528.50	170.67	E2, E6	Life and Society	學生能透過活動了解社會不同議題及幫助弱勢		✓		✓	
71	中二及中三考察活動	wholeyear	S2, S3	266	1500.00	5.64	E2	Life and Society	學生能透過考察活動認識我國及香港歷史文化	✓	✓			
72	介紹學校五十周年校慶歌製作	wholeyear	S4	120	2000.00	16.67	E5	Other Learning Experience	Students can clearly understand the concept and	✓		✓		
73	Bamboo Crafting Workshop	wholeyear	S1, S2, S3	12	2726.00	227.17	E1	Visual Arts	Students patiently and get involved in the			✓		
74	Junior Painting Workshop	wholeyear	S1, S2, S3	10	2700.00	270.00	E5	Visual Arts	Students' painting skill is improved. Some work is			✓		
75	Pillars Mural Repair	2024-10	S3, S4, S5	7	12500.00	1785.71	E1, E5	Visual Arts	Seven students learnt the repairing skill and			✓		
76	Student Training (including School Art Ambassadors)	wholeyear	S2, S3, S4, S5	20	3000.00	150.00	E1	Visual Arts	The workshops are very creative and inspiring for			✓		
77	中一級學校旅行	2024-12	S1	132	23094.00	174.95	E1, E2	Form 1	The camp enabled students to work with each		✓	✓		
78	S2 School Picnic	2024-12	S2	127	24940.00	196.38	E1, E2	Form 2	Students enjoyed day-camp activities.		✓			
79	中四級活動	wholeyear	S4	122	411.30	3.37	E1	Form 4	活動促進同學的團隊合作精神，過程亦能促進			✓		
80	U-programme Subsidizing Scheme	wholeyear	S4, S5, S6	2	3525.00	1762.50	E1	Other Learning Experience	Can effectively subsidise students to participate in	✓				✓
81	Academic Prefect Training Camp(s)	2025-05	S3, S4, S5	44	14471.30	328.89	E1, E2	Academic Committee (Affairs)	Very successful one showing very inspiring	✓				
82	Academic Prefect Training Sessions	2024-09, 2025-05	S3, S4, S5	43	1486.00	34.56	E1	Academic Committee (Affairs)	Very positive reflections shown	✓				
83	Good Learning Atmosphere Promotion Activity	wholeyear	S1, S2, S3	396	1324.00	3.34	E1	Academic Committee (Affairs)	Positive feedback collected especially from S1	✓				
84	S1 Reading Strategies Training Workshop	2024-11	S1	132	19255.20	145.87	E1	Academic Committee (Affairs)	Positive feedback received in general	✓				
85	S6 Stress Management Program	2025-01	S6	117	268.80	2.30	E1	Academic Committee (Affairs)	Positive feedback collected	✓				
86	壓力與進食	2025-07	S1, S2, S3, S4, S5, S6	430	450.00	1.05	E1	Civic Education Committee	學生反應良好，同學對工作坊及遊戲感興趣。		✓			
87	各項展板及壁報布置	wholeyear	S1, S2, S3, S4, S5, S6	729	1030.00	1.41	E1	Civic Education Committee	完成。獲得國慶杯全港中學生壁報設計比賽初		✓			
88	班際清潔課室比賽	2025-03	S1, S2, S3	396	466.70	1.18	E1	Civic Education Committee	加強清潔的意識。			✓		
89	基本法大使/有關國民教育相關大使訓練	wholeyear	S1, S2, S3, S4, S5, S6	3	1500.00	500.00	E1	Civic Education Committee	基本法大使協助完成七十五周年的國慶展、壁		✓			
90	透過基本法大使舉辦推廣基本法活動	wholeyear	S1, S2, S3, S4, S5, S6	750	210.30	0.28	E7	Civic Education Committee	基本法大使協助完成七十五周年的國慶展、壁		✓			
91	初中學生團契(16次活動用物資及教材)	wholeyear	S1, S2, S3	120	4688.30	39.07	E1	Religious Committee	有效提升團契趣味性，更貼近學生需要。				✓	
92	高中學生團契	wholeyear	S4, S5, S6	40	1200.00	30.00	E1	Religious Committee	讓高中學生透過分享，舒發情感及減輕讀書及		✓			
93	初中聖經問答比賽	2025-05	S1, S2, S3	356	678.00	1.90	E1	Biblical Knowledge	順利完成，同學積極參與	✓				
94	野外考察活動(參觀米埔自然保護區)	2025-03	S5	30	1453.70	48.46	E2	Geography	讓學生更能認識「生態系統」的組成及運作	✓				
95	Mathematics Club Activity	wholeyear	S1, S2, S3, S4, S5, S6	30	3240.20	108.01	E1	Mathematics	Mathematics society organized a game booth in	✓				
96	Music Week Performance	2025-05	S1, S2, S3, S4, S5, S6	45	770.00	17.11	E1	Music	A lunch concert was held on May 29, 2025 with			✓		
97	Singing Contest	2024-11	S2, S3, S4, S5, S6	220	234.00	1.06	E1	Music	More than 35 students joined the singing contest			✓		
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.1			13,285		\$1,184,038.13									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													
1														
2														
3														
(Please insert rows above if the space provided is insufficient.)														
Sub-total of Item 1.2			0		\$0.00									
Expenses for Category 1			13,285		\$1,184,038.13									

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

No.	Item	Purpose	Actual Expenses (\$)
1	坐檯式全自動飲品機	NFT production course using generative AI	\$43,200.00
2	鋼琴	樂器班	\$4,140.00
3	風鈴	樂器班	\$1,200.00
4	Camera	航拍工作坊	\$4,850.00
5			
(Please insert rows above if the space provided is insufficient.)			
Expenses for Category 2			\$53,390.00
Expenses for Categories 1 & 2			\$1,237,428.13

Category 3: Number of Student Beneficiaries

Total number of students in the school:	729
Number of student beneficiaries:	729
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Ms. Fok Pik Shan
Post of Contact Person for LWL:	Vice Principal

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

E1	Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)	E6	Fees for students attending courses, activities or training organised by external organisations recognised by the school
E2	Transportation fees	E7	Purchase of equipment, instruments, tools, devices, consumables
E3	Fees for non-local exchange activities / competitions (students)	E8	Purchase of learning resources (e.g. educational softwares, resource packs)
E4	Fees for non-local exchange activities / competitions (escorting teachers)	E9	Others (please specify)
E5	Fees for hiring expert / professionals / coaches		

中華基督教會蒙民偉書院
姊妹學校交流報告書（2024-2025 學年）

內地姊妹學校名稱(1):

廣州市南沙魚窩頭中學

內地姊妹學校名稱(2):

無錫市東林中學

第一部分：交流活動詳情

項目編號	交流項目名稱及內容	預期目標	評估結果	反思及跟進
1.	本校管理層參訪無錫市東林中學	教師：認識姊妹學校，了解可合作發展方向	活動於 2025 年 1 月 8 至 11 日舉行。校長、副校長、行政會議成員及姊妹學校負責老師均有出席。校長於教師會議分享交流成果。	活動使學校互相認識、了解可合作發展方向。透過接觸當地師生及參觀附近景點（如上海），可協助規劃將來為學生舉行的活動及參觀項目。
2.	與廣州市南沙魚窩頭中學師生舉辦文化交流活動	學生：透過線上活動與姊妹學校交流 教師：經驗分享及專業交流	活動於 2025 年 5 月 27 日舉行。33 名中一學生及魚窩頭中學師生均有出席。兩地學生透過書法交流、同時亦互相認識及了解中華文化。	因本校今年周年慶典活動繁多，未有時間實地到姊妹學校交流。未來的交流活動會以實體模式進行。未來舉辦的交流活動也可與中華文化有關。
3.	添置攝錄器材，與姊妹學校進行網上交流	學生：以視像形式與姊妹學校交流、讓更多學生認識姊妹學校的師生 教師：經驗分享及專業交流	已購置直播器材系流。	直播器材系流已於編號(2) 的活動試用。
4.	姊妹學校活動行政助理的薪金	協助學校處理與姊妹學校活動的行政工作	行政助理協助學校處理與姊妹學校活動的行政工作	相關措施會於下學年繼續執行。

沒有於交流計劃書列出，但舉行以下交流項目：

5.	粵港姊妹學校中華經典美文誦讀比賽	學生：以比賽形式與姊妹學校交流 教師：經驗分享及專業交流	活動於 2024-2025 年度上學期完成。	相關措施會於下學年繼續執行。
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第二部分：財政報告

項目編號	交流項目	支出項目	費用	備註
1.	本校管理層參訪無錫市東林中學	到訪內地姊妹學校的團費	\$60990.00	
2.	與廣州市南沙魚窩頭中學師生舉辦文化交流活動	聘請導師進行文化交流活動（書法）	\$1200.00	
3.	添置攝錄器材，與姊妹學校進行網上交流	器材及直播系統費用	\$13000.00	
4.	姊妹學校活動行政助理的薪金	姊妹學校活動行政助理的薪金	\$33087.80	
5.	粵港姊妹學校中華經典美文誦讀比賽	/	0	
		總計	\$108277.80	
		津貼年度結餘	\$57161.20	

C.C.C. Mong Man Wai College
Financial Summary (2024 / 2025 school year)

A summary of the Income and expenditure for 2024/25 School Year is shown in the table below (UNAUDITED):

	Income for the year \$	Expenditure for the year \$	Surplus / (Deficit) \$	Balance c/f \$
Expanded Operating Expenses Block Grant (EOEBG)				
(A) School Non-Specific Grant				
Baseline Reference Provision	2,080,942.19	4,791,866.34	(2,710,924.15)	(2,710,924.15)
	<u>2,080,942.19</u>	<u>4,791,866.34</u>	<u>(2,710,924.15)</u>	<u>(2,710,924.15)*</u>
 (B) School Specific Grant				
Administration Grant / Revised Administration Grant	4,086,296.94	3,065,412.48	1,020,884.46	1,020,884.46
Capacity Enhancement Grant	676,944.00	896,244.21	(219,300.21)	(219,300.21)
Composite Information Technology Grant	520,386.00	387,246.78	133,139.22	133,139.22
Others	747,836.00	943,824.05	(195,988.05)	(195,988.05)
Sub-Total	<u>6,031,462.94</u>	<u>5,292,727.52</u>	<u>738,735.42</u>	<u>738,735.42</u>

**The deficit will be settled by the previous year's surplus.*

Policies, Resources and Measures Adopted in Supporting Students with SEN or Academically Low Achievers (applicable to primary schools) Set Out in the School Annual Report

C.C.C. Mong Man Wai College

**Policies, Resources and Support Measures of Implementing Whole School Approach to Integrated Education
(2024 / 2025 school year)**

I. Policy	• Our school is committed to developing an inclusive culture through the Whole School Approach (WSA) to support students with special educational needs (SEN). Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning effectiveness and help them adjust to the school life. • We treasure home-school cooperation by establishing regular communication mechanism with various channels for parents' participation in the formulation of support strategies for students with SEN.
II. Resources	The following additional resources are provided by the Education Bureau (EDB): • The Learning Support Grant totals \$720,720 for the employment of an additional counsellor and a teaching assistant (SEN TA), as well as hiring of writing training, social training, attention training and inclusive activities to cater for students with SEN; and • Special Educational Needs Coordinator (SENCO), School-based Educational Psychologist (SBEP) and School-based Speech Therapist (SBST).
III. Support measures and allocation of resources	Students with SEN are provided with the following support measures: • A Student Support Team (SST) led by the SENCO is established. The team members include the Head of Discipline Committee, Head of Student Guidance Committee, Head of Academic Committee (Subjects), member of Academic Committee (Affairs) (i.e. Teacher-in-charge of Special Examination Arrangement (SEA)), the school social worker, SBST, SBEP, the counsellor and SEN TA, to cooperate with other Committee including Discipline Committee, Student Guidance Committee, Academic Committee (Subjects) and Academic Committee (Affairs) in implementing of the WSA to support students with SEN; • SEN TA is employed in the implementation of the WSA to assist SST for the administration work and support SEN students. • Counsellor is employed in the implementation of the WSA to assist SST for the daily operations of hired services and support SEN students by providing individual consultation sessions. • SBEP offers individual consultation sessions for students who are suspected to have or having SEN to provide educational support to them; • SBST offers group /individual therapy/training sessions and in-class support to students with Speech & Language Impairment (SLI), Autism Spectrum Disorder (ASD), Specific Learning Difficulties (SpLD) and other students in need; • Assessment accommodation are provided to students in need;

	• Group services are hired to provide Chinese and English writing sessions to students with academic needs to improve their writing and thinking skills to cope with learning requirements; • Group services are hired to provide social skills training sessions to students with ASD and social needs to improve their communication skills; • Group services are hired to provide training sessions to students with Attention-Deficit / Hyperactivity Disorder (ADHD) and concentration needs to improve their executive functioning skills in dealing with learning requirements and daily live; • Tutorial classes are provided to students with ADHD, SpLD and academically low achievers to boost their academic performance; • The school arranges the SENCO to provide “Summary of Support for Student” to parents at the end of the school year, so as to let parents understand the level of support, measures and services provided for their children; and • Promote home-school communication and cooperation through parents’ days, parent gatherings, and provide parent education, including lectures and workshops, so as to let parents understand the learning characteristic for students with SEN and enhance parent-school collaboration.
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