The Church of Christ in China
Mong Man Wai College

School Report

2025-2026

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The Church of Christ in China
Mong Man Wai College
School Annual Report 2025-2026

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 founded in 1974 and sponsored by the Hong Kong Council of the Church of Christ in China.

The College is named in honour of Dr. William Mong Man Wai, whose generous donation of HK$300,000 in 1970 made the establishment of the school possible. Dr. Mong remained a steadfast supporter of the College until his passing in July 2010. Through continuing donations, improvements to school facilities and scholarships, he benefited generations of students.

His legacy has been continued by his son, Dr. Mong Tak-yeung, Chairman and Chief Executive Officer of Shun Hing Group. Dr. Mong has supported the College through ongoing donations and personal involvement. Since the 2011/12 school year, a representative of Shun Hing Group has served as the College's Independent Incorporated Management Committee Manager.

2. Organisation

2.1 Class Structure

Before September 2011, the College operated 29 classes: five classes at each level from S1 to S5, and two classes at each level in S6 and S7. Following the implementation of the Education Bureau's Voluntary Optimisation of Class Structure Scheme in September 2011, the College progressively adjusted its structure to 24 classes by the 2016/17 school year.

Under the former academic structure, students sat for the Hong Kong Certificate of Education Examination (HKCEE) at S5 and, where eligible, progressed to the senior forms to prepare for the Hong Kong Advanced Level Examination (HKALE). With the implementation of the New Senior Secondary (NSS) academic structure in 2009, students now complete the Hong Kong Diploma of Secondary Education Examination (HKDSE) at S6.

2.2 Teaching and Non-teaching Staff

Since 2018/19, the College has maintained a staff establishment of more than 90 members, including teachers, teaching assistants, laboratory technicians, information technology technicians, an educational psychologist and support staff.

Since 2019/20, two school social workers from the Christian Family Service Centre (CFSC) have served the College. In the same year, speech therapy provision was enhanced through the appointment of a speech therapist for one-third of the working load. In 2021/22, a third Vice-principal was appointed to strengthen strategic leadership and support the College's

continuing development.

3. Organisation and Management

3.1 Committees

Since its establishment, the College has attached great importance to middle management. Positions such as Discipline Master/Mistress and Guidance Master/Mistress were established at an early stage, and specialised committees have subsequently been developed in response to changing educational needs.

In recent years, the College has established the Civic Education Committee, the School Liaison Committee (formerly the School Promotion Committee), the School Administration and Information Technology Committee, and the Other Learning Experiences Committee. Led by the Principal and Vice-principals, the Executive Committee comprises the heads of these committees, and the heads meet regularly to coordinate policy implementation and ensure effective governance.

The adoption of the WebSAMS platform has also modernised administrative processes and strengthened the integration and efficiency of the College's management systems over the past two decades.

3.2 Establishment of the SMC and IMC

The College began its transition towards school-based management in the early 1990s. This process culminated in the establishment of the School Management Committee (SMC) in 1999.

In September 2011, the Incorporated Management Committee (IMC) was established, enabling the College to operate as an independent legal entity. The IMC comprises managers nominated by the sponsoring body, together with parents, teachers, alumni and independent managers. Working in partnership, they advance the College's mission and promote the well-being and development of students.

4. School Campus and Facilities

Situated in a tranquil hillside setting, the College occupies a spacious campus of approximately 6,000 square metres. With support from the Education Bureau's School Improvement Programme, the College completed an annex in 2001 to provide additional learning space.

The College is well equipped with a School Hall, laboratories, a library, a Campus TV Room, Music and Visual Arts Rooms, a Home Economics Room, a STEAM, an English Learning Centre, self-study and student activity rooms. These facilities support students' academic, personal, creative and physical development.

The Shun Hing Education Charity Fund has generously supported a range of campus improvement and infrastructure projects. These include installing air-conditioning in classrooms and the School Hall, developing the Campus TV system, providing induction cookers and a wireless microphone system, and upgrading the College's digital infrastructure.

In celebration of the College's 50th Anniversary, a record donation from the Fund enabled further major campus developments. These included improvements to sports facilities, the renovation of the English Learning Centre, the installation of smart blackboards in classrooms and special rooms, and the upgrading of the sound and lighting systems in the School Hall.

To further enhance the School Hall as a venue for assemblies, performances, ceremonies and whole-school activities, acoustic panels were installed in 2025/26 to improve sound quality and reduce reverberation. The installation has created a more conducive acoustic environment for students, staff, parents and guests attending a wide range of school events.

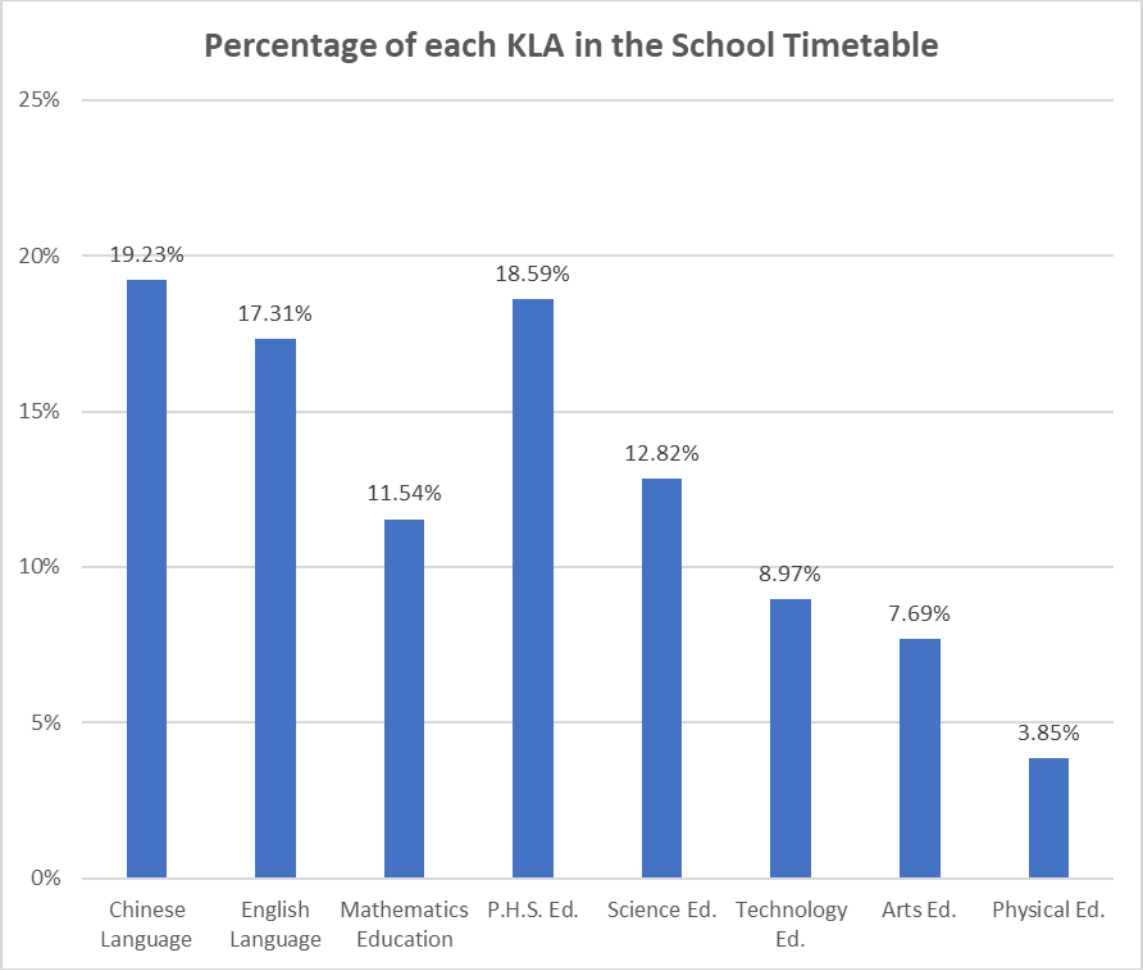
The College has also made effective use of other sources of funding to continue upgrading its facilities. In 2023/24, an LED wall was installed in the covered playground, and the Computer Room was renovated to accommodate a flight simulator, supporting innovative learning and catering for students' diverse interests. A School History Gallery was also established to preserve significant milestones in the College's development, welcome visitors and provide a venue for meetings.

In 2025/26, a lift was installed in the old wing of the school campus, further enhancing accessibility for all users. During the same school year, the College established a Chinese-style garden and a Chinese Cultural Gallery. These new facilities provide students with an attractive and enriching environment in which to appreciate Chinese culture, deepen their understanding of Chinese heritage and values, and participate in related learning activities. Together, they further strengthen the College's commitment to whole-person education, cultural learning and the nurturing of students' national identity.

5. Number of School Days

For the 2025/26 school year, 192 school days were planned and implemented accordingly.

6. Lesson Time for the Eight Key Learning Areas



7. Recent Developments

7.1 STEM and Artificial Intelligence Education

The College continues to place strong emphasis on STEM and artificial intelligence (AI) education. Since joining the Education Bureau's Professional Development School Scheme in 2017/18, the College has implemented a range of STEM initiatives, including the organisation of its first STEM Week in May 2018.

With support from the Quality Education Fund, a dedicated Maker Room was renovated and STEAM elements were further integrated into the curriculum. From 2019/20 onwards, STEM-related themes were systematically incorporated into the junior science curriculum. The Bring Your Own Device (BYOD) policy was launched in 2020/21, providing students with more personalised digital learning opportunities.

AI Literacy was introduced at S2 in 2022/23, with a view to extending AI learning across the curriculum. STEM lessons have also become a regular component of junior-form timetables, ensuring that all students benefit from future-oriented learning experiences.

7.2 Student Endeavours

Students have achieved recognition in a wide range of areas. The Rope Skipping Team received awards at the 4th World Inter-School Competition in Antwerp, Belgium, in 2019/20. The English Musical Team, established in 2021/22, has provided students with valuable opportunities to develop their creativity, confidence and performing talents. Students have also taken up civic leadership roles through participation in flag-raising ceremonies.

The College has continued to broaden students' global horizons through experiential learning and exchange programmes. These have included a service-learning trip to Sri Lanka in 2022/23, a technology and culture-focused exchange programme in Croatia in 2024/25. In 2025/26, the College organised an English Immersion Programme, during which students spent one week at Kent College in the United Kingdom.

In recognition of their outstanding performance in the Leadership Institute on Narcotics, student leaders were given the opportunity to visit New Zealand to learn about anti-drug campaigns and related initiatives in different settings in 2025/26. Students also represented the College at the finals of the Ninth National Constitution Speech Competition in Beijing, reflecting the College's commitment to values education and holistic student development.

The 50th Anniversary celebrations provided a prominent platform for students to showcase their talents at the Baptist University Academic Community Hall. The celebrations featured innovations such as NFC-enabled activity registration, Man Wai Coin, NFT art galleries and an AI-powered promotional trailer. Students also staged an English musical portraying the College's 50 years of development.

7.3 Curriculum Innovation

In line with Education Bureau guidelines, the College began implementing the optimised senior secondary curriculum in 2021/22. This included the optimisation of the four senior secondary core subjects and the introduction of Citizenship and Social Development, together with a S4/5 Mainland study tour.

Tourism and Hospitality Studies was introduced as an elective subject in 2022/23. The first cohort of students completed the HKDSE Examination in this subject in 2024/25.

8. Conclusion

The College motto and the theme of the 50th Anniversary, "Thankful, Forward, Together", express both our gratitude for the past and our shared vision for the future. They also embody the qualities that the College seeks to nurture in every Manwaier: the pursuit of knowledge, a commitment to service and a spirit of gratitude.

Building on its heritage and values, the College remains steadfast in nurturing dynamic, responsible and compassionate young people who are ready to serve Hong Kong, the nation and the wider world.

Our IMC Managers

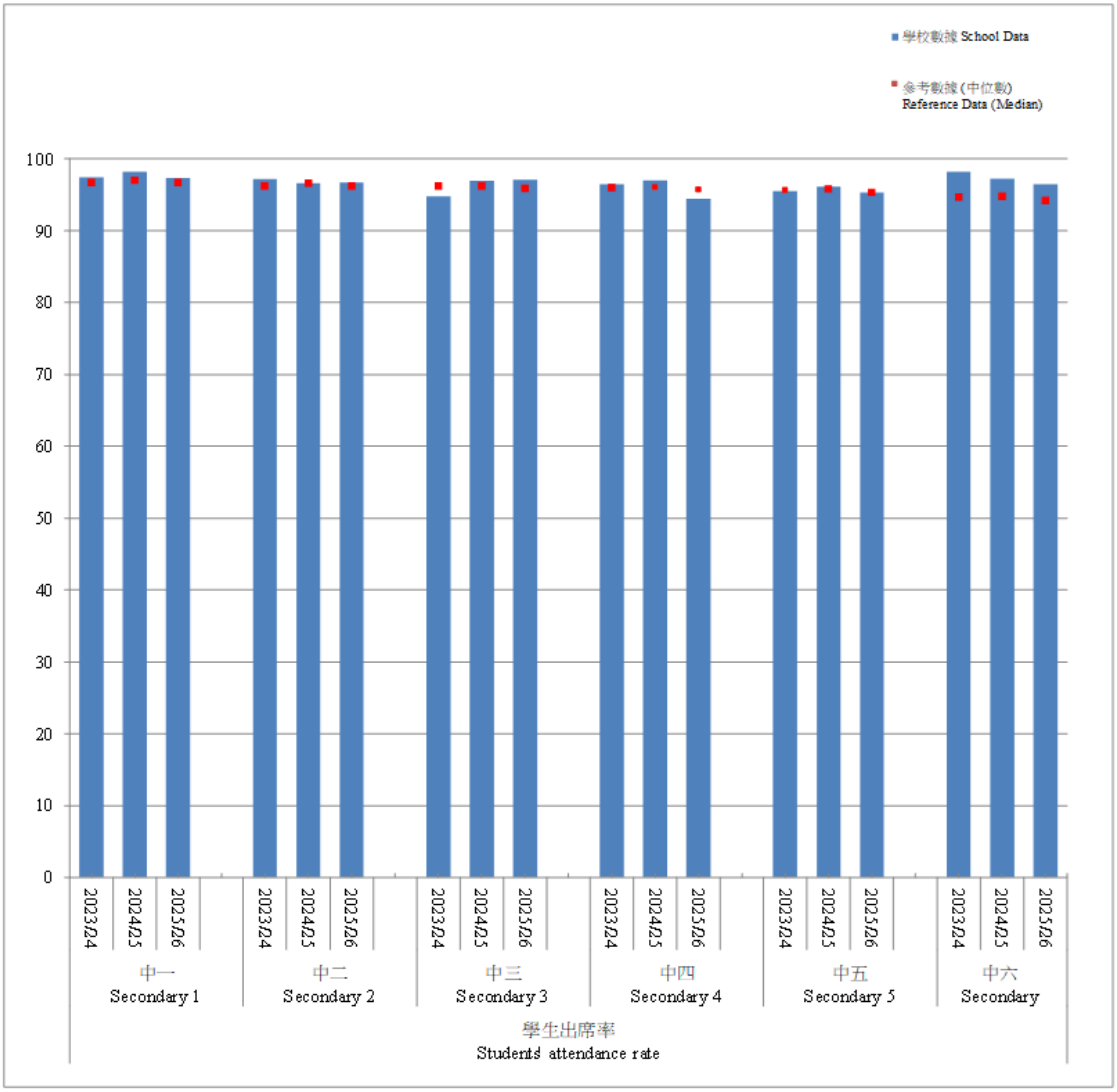
	Category of Manager	Name in English	Name in Chinese
1	Sponsoring Body Manager (Supervisor)	LO HAU MAN	盧厚敏
2	Sponsoring Body Manager	LAI CHI SANG	黎智生
3	Sponsoring Body Manager	KAN YIN LING BRENDA	簡燕玲
4	Sponsoring Body Manager	TSANG WING SHAN	曾詠珊
5	Sponsoring Body Manager	YUEN ADOLPH	阮德富
6	Sponsoring Body 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	CHEN LIYA	陳麗雅
14	Alternate Parent Manager	YEUNG HOI YAN	楊凱茵
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	75	77	67	78	68	62	427
Girls	57	54	65	51	54	36	317
Total Enrolment	132	131	132	129	122	98	744

2. Student Attendance

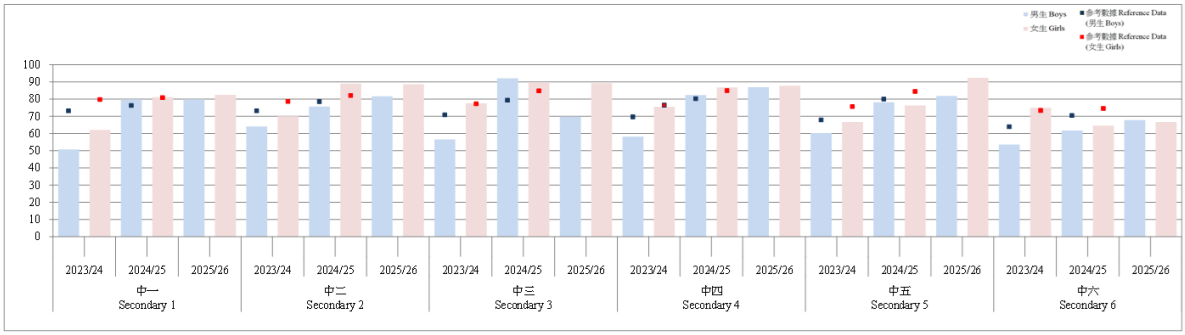


3. Drop-out of Students

In 2025/26, 2 in S.1, 1 in S.2, 2 in S.3 and 2 in S.5.

4. Students' Physical Development

KPM 24 - 處於可接受體重範圍的學生百分比
Percentage of students within the acceptable weight range



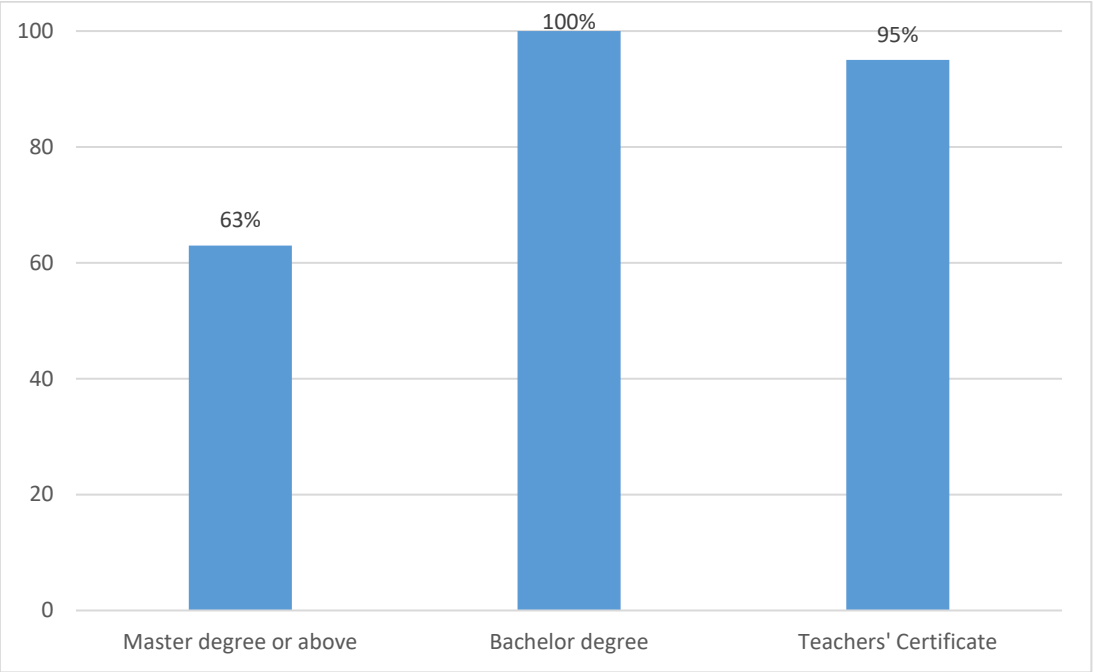
學校數據 School Data						衛生署學生健康服務的數據 Data from the Student Health Service of the Department of Health	
			學年 School Year	百分比 Percentage		百分比 Percentage	
				男生 Boys (KPM24.1-24.6)	女生 Girls (KPM24.7-24.12)	男生 Boys (KPM24.1-24.6)	女生 Girls (KPM24.7-24.12)
處於可接受體重範圍的學生百分比 Percentage of students within the acceptable weight range	24.1 / 24.7	中一 Secondary 1	2023/24	50.8	62.1	73.1	79.7
			2024/25	79.8	81.1	76.3	80.8
			2025/26	79.7	82.5	-	-
	24.2 / 24.8	中二 Secondary 2	2023/24	64.1	70.0	73.1	78.6
			2024/25	75.8	89.1	78.5	82.0
			2025/26	81.6	88.7	-	-
	24.3 / 24.9	中三 Secondary 3	2023/24	56.5	77.6	70.8	77.2
			2024/25	92.1	89.8	79.3	84.7
			2025/26	69.7	89.2	-	-
	24.4 /24.10	中四 Secondary 4	2023/24	58.1	75.6	69.6	76.4
			2024/25	82.4	86.8	80.2	84.9
			2025/26	86.8	87.8	-	-
	24.5 / 24.11	中五 Secondary 5	2023/24	60.3	66.7	67.9	75.6
			2024/25	78.1	76.3	80.0	84.4
			2025/26	81.8	92.3	-	-
	24.6 / 24.12	中六 Secondary 6	2023/24	53.6	75.0	63.9	73.3
			2024/25	61.8	64.6	70.4	74.5
			2025/26	67.7	66.7	-	-

註：
(i) 資料來自衛生署學生健康服務。
(ii) 根據衛生署資料，6至不足18歲的學生的體重指數在相同性別及年齡群組中處於第91百份位數線以上可界定為超重，而體重指數處於第2百份位數線以下可界定為過輕。18歲或以上的學生，體重指數在23或以上可界定為超重，而體重指數在18.5以下可界定為過輕。
如需進一步資訊，請參閱衛生署網頁。
(https://www.studenthealth.gov.hk/tc_chi/health/health_dn/health_dn_oah.html)
(iii) 由於衛生署已由2024年9月起採用新生長圖表及更新可接受體重範圍的計算方式，學校不宜把2024/25學年起的學校數據與以往年份的數據作直接比較。

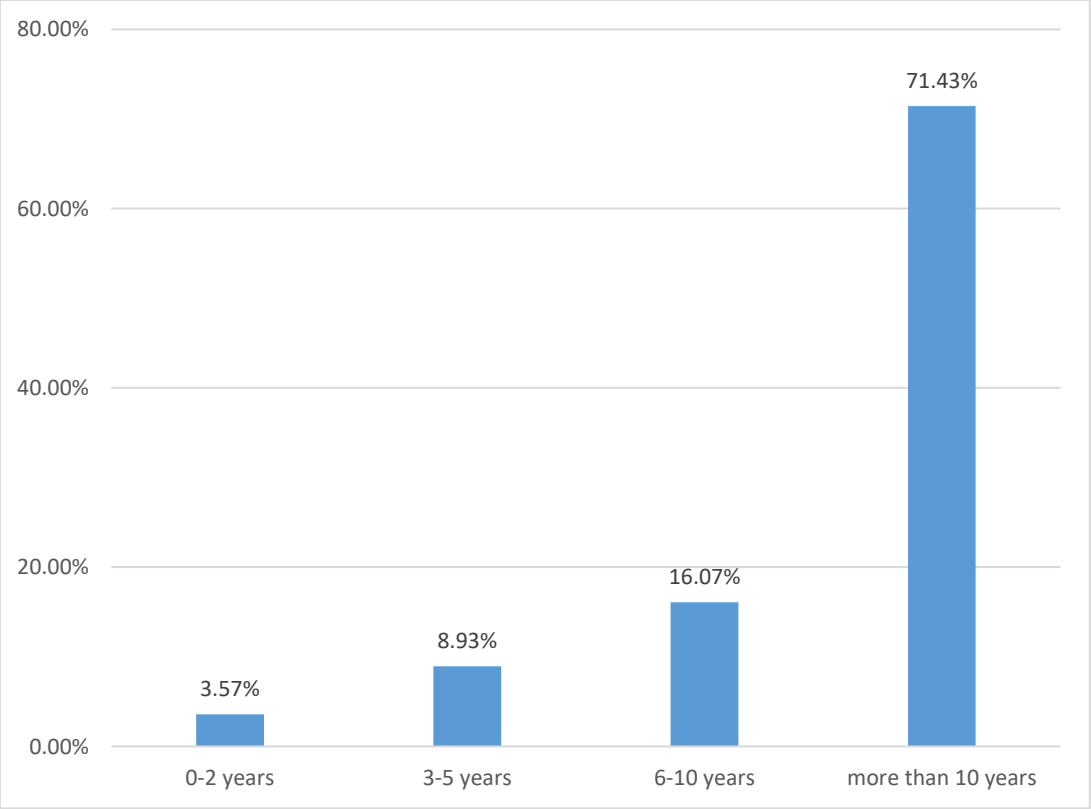
Notes:
(i) Source: Student Health Service, Department of Health
(ii) In accordance with the information from the Department of Health, for students aged 6 to less than 18 years, a Body Mass Index (BMI) exceeding the 91st percentile line among students of the same sex and age group is categorised as overweight, while a BMI not exceeding the 2nd percentile line is categorised as underweight. For students aged 18 years or above, a BMI on 23 or above is categorised as overweight, while a BMI below 18.5 is categorised as underweight. For further information, please refer to the webpage of Department of Health. (https://www.studenthealth.gov.hk/tc_chi/health/health_dn/health_dn_oah.html)
(iii) The Department of Health has adopted a new growth chart and updated calculation methods for acceptable weight ranges since September 2024. Schools are advised not to make direct comparisons between school data in or after 2024/25 school year and the data from previous years.

Our Teachers

1. (a) Teachers' Academic & Professional Qualifications



(b) Teaching Experience



Achievements and Reflection on Major Concerns: Feedback and Follow-up 2025–2026

Major Concern 1:

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

Objectives
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 was further developed through a range of school-based activities. Teachers, student librarians and fellow students shared their reading experiences during morning assemblies on most Day 5 cycles, broadening students' interests and horizons. A cross-curricular recommended reading list was also expanded to guide students in exploring different learning areas. ◆ Extended reading was incorporated into subject curricula with whole-school participation. Subject panels reported that reading materials connected with current affairs and engaging issues increased students' interest and participation. Through reading and related learning activities, students were given opportunities to develop their language, thinking and generic skills. ◆ Thematic talks, reading groups and sharing sessions further supported students' reading development. Three student-led Manwaiers' Talks were organised to promote peer interaction and knowledge sharing. Teachers and Academic Committee Prefects also jointly conducted talks and book-sharing sessions, strengthening the reading culture on campus. ◆ A number of "Reading across Campus" sessions were conducted. Reading materials related to the designated themes were distributed to all students during morning assemblies, and Google Forms with multiple-choice questions were used as follow-up activities to gauge students' understanding. ◆ The Academic Committee (Affairs) established and maintained dedicated podcast and YouTube channels. These platforms served as digital repositories for thematic talks, book recommendations and other reading-related educational media, thereby improving accessibility and extending students' engagement beyond face-to-face activities. ◆ Among junior-form students (S.1 to S.3), 35% participated in the Reading Across the Curriculum Scheme through book-report submission. Seventy-one students, representing 18% of the cohort, received awards. Under the school-wide Reading Point Award Scheme, 36% of all students (S.1 to S.5) participated in reading-related activities. A total of 81 students, representing 12.5% of the whole student body, received awards: 34 at the satisfactory level, 38 at the good level and 9 at the outstanding level. ◆ Additional promotional measures, including pull-up banners and thematic book

displays in the Learning Hub, were implemented to enhance students' awareness of reading resources and activities.

Reflection

- Building on the 2023–2026 Three-Year School Development Plan, the School should continue to consolidate students' reading habits and deepen their appreciation of the value of reading. Innovative approaches, including AI-assisted reading tools, podcasts and the School's YouTube channel, can be further developed to sustain student interest and engagement.
- While extensive reading across subjects should be maintained, tight curriculum schedules may limit teachers' capacity to monitor students' reading progress closely. Student self-monitoring tools and peer-led reading groups, such as Manwaiers' Talks, should be further developed to foster self-directed learning.
- Student-led talks and public sharing sessions provide valuable opportunities for holistic development. Through these roles, students can strengthen their language proficiency, critical thinking, confidence, communication skills and leadership capacity, while contributing to a culture of peer learning.

Feedback and Follow-Up

- According to APASO data [1] and reports from relevant departments, student engagement in reading activities, particularly voluntary reading of non-assigned books and materials, remains an area for further development. The School will continue to explore strategies that make reading more relevant, accessible and enjoyable for students.
- Student leaders will continue to organise talks and sharing sessions, with more topics related to artificial intelligence and emerging issues. This will align with the Major Concerns of the School Development Plan 2026–2029 while sustaining the culture of public speaking and peer sharing developed in recent years.
- The podcast and YouTube channels maintained by the Academic Committee (Affairs) will continue to disseminate reading-related and other educational media to students.
- Extensive reading across subjects will be maintained. Reading materials will be selected to stimulate students' interest and encourage deeper exploration of relevant topics. To manage student workload, follow-up activities will emphasise reflection, discussion and self-directed learning rather than traditional tests or question-based assessments.

[1] Note on APASO data: APASO results related to reading indicate areas for further attention, including non-specific reading (15.9), enjoyment of reading (50.0) and free-time reading (36.9). Students' reported use of good reading strategies was comparatively strong (85.7). These findings will inform subsequent reading-promotion strategies.

Major Concern 2:

To foster students' gratitude and empathy through service learning

Objectives
2.1 To cultivate students' empathy 2.2 To nurture a service-oriented atmosphere in which students can understand, experience and reflect on service 2.3 To provide opportunities for students to serve the community with a grateful heart
Achievements
◆ This was the third year of the school's service-learning cycle. A range of developmentally appropriate service-learning opportunities was provided for students from Secondary 1 to Secondary 4 through subject-based learning, form-level activities, student leadership programmes and community partnerships. Supported by form teachers, subject teachers and relevant committees, students engaged with a range of community groups and social issues, including visual impairment, ageing, mental health, social inclusion, environmental protection and intergenerational care. Collaboration with external partners, including the Education Bureau, Hong Kong Baptist University, The Chinese University of Hong Kong, the Agency for Volunteer Service, St. James' Settlement, Caritas Hong Kong, CityLab and Holm Glad College, enriched students' experiential learning.
Whole Form-level Participation ◆ All Secondary 4 students participated in the Dialogue in the Dark experiential programme organized by the Biblical Knowledge Department. The programme received an overall satisfaction rating of 4.5 out of 5, with 90.4% positive feedback on broadening students' horizons. Students also reported enhanced respect for others, empathy and care for people with visual impairment. ◆ Through Citizenship, Economics and Society lessons, Secondary 1 students visited and served different community groups, including persons with visual impairment, persons with different abilities, ethnic minority groups and grassroots families. The activity received an 84.6% satisfaction rate, and 82% of participants agreed that the learning objectives were achieved, the content was relevant and the activity broadened their horizons. ◆ The Global Citizenship Education Project, jointly organised by the Civic Education Committee, the English Department and Holm Glad College, engaged 30 students in training, an NGO visit and the development of community-based project proposals. Students strengthened their understanding of community needs, project planning, budgeting and resource allocation. ◆ The Secondary 3 Form Committee and the Discipline Committee organised Law-Abiding Week for all students from Secondary 1 to Secondary 6. Through a morning assembly, a slogan competition and display boards, the activity promoted respect for

others, responsibility, commitment, integrity and law-abidingness.

- The Secondary 3 CityLab Service-Learning Project was a six-lesson programme on mental health awareness, facilitated by tutors from The Chinese University of Hong Kong. Over 90% of Secondary 3 students participated in on- and off-campus service-learning activities. More than 80% of participants reported that the programme was enjoyable and conducive to the development of empathy and gratitude. Students' written reflections also indicated growth in communication, leadership and understanding of community needs.
- The PE Service-Learning Ambassadors Scheme enabled Secondary 3 students to support lunchtime rowing and ball-game activities for students across different forms. Nearly all participants agreed that the scheme's objectives had been achieved and reflected positively on their practical service experience.
- The School continued its collaboration with Hong Kong Baptist University on the i-GESS intergenerational programme. Approximately 75% of Secondary 2 students reported that they enjoyed the Service Day, while nearly 60% indicated a willingness to participate in voluntary service in future.
- A mental-health promotion booth activity, jointly organised by Secondary 2 and Secondary 3 students and students from the Department of Social Work at Hong Kong Baptist University, was held in two sessions. Approximately 85% of participating students reported enhanced empathy, willingness to serve, teamwork, responsibility and gratitude.
- The Gardening Club organised environmental service initiatives, including a Fruit Sharing Day and food-waste preparation activity, a Greater Bay Area carbon-neutrality exchange, and participation in the "Towards Carbon Neutrality — Telling a Good Green Story" competition. These activities promoted environmental awareness, commitment and teamwork.

Student leadership and service

- Student Guidance Ambassadors, Guidance Trainees and potential student leaders supported younger students and served community members through a range of initiatives, including Secondary 1 Orientation Day, Caring Hearts gatherings, the "Heartfelt Encounter with Graduates" activity, Caring Week, the Spotlight peer-support training programme, the Nightingale Life Mentor Scheme and mental-health promotion activities.

- Internal programme evaluations indicated that the Caring Hearts mentoring programme supported Secondary 1 students' adjustment to school life, strengthened peer relationships and enhanced students' sense of care and belonging. Feedback from the Nightingale Life Mentor Scheme showed that students developed a better

understanding of the needs of discharged elderly patients, while also strengthening teamwork, communication and empathy.

- Under the JC InnoPower Education Fellowship, students participated in servant-leadership training and mental-health promotion volunteer service for mentally recovering youths and elderly service users. Participants reported high levels of satisfaction and identified willingness to serve as a key servant-leadership quality demonstrated during the activities.

- A nine-day servant-leadership training and service-learning trip to Nei Mongol was conducted in July 2026. Students served at a residential elderly care home and participated in daily structured reflection based on the four pillars of servant leadership: Motivation, Modelling, Willingness to Serve and Commitment.

- Fifteen Secondary 4 students joined the 4C Youth Volunteer Leadership Project. Following structured training provided by the Agency for Volunteer Service, students served persons with disabilities at St. James' Settlement and implemented a self-initiated project at a Caritas Elderly Centre in Kwun Tong on AI technology and anti-scam awareness. The project strengthened students' empathy, intergenerational communication, leadership, project-management skills, self-efficacy and civic responsibility.

- Nineteen Secondary 3 students participated in the Adventure-Ship Programme. Following training on communicating with peers with special needs, students took part in adventure-based activities with students with special educational needs, developing empathy, responsibility, commitment and respect for others.

- The Civic Education Committee, Student Guidance Committee and class teachers also organised a Chinese herbal sachet-making activity. Students presented the completed sachets to their parents on Parents' Day, promoting filial piety and values education.

Reflection

- The school's service-learning programmes continued to provide meaningful, authentic learning experiences that supported students' social responsibility, empathy and gratitude. The 4C Youth Volunteer Leadership Project showed particular progress over the previous cycle. Structured professional training provided by the Agency for Volunteer Service strengthened students' understanding of service recipients' needs and improved their capacity for needs assessment, goal setting and independently planned service.
- Sustained partnerships with organisations such as Hong Kong Baptist University, CityLab, i-GESS and Adventure-Ship continued to provide well-scaffolded opportunities for students to engage with diverse community needs. Programme evaluations generally recorded high levels of positive feedback, indicating that these partnerships effectively supported students' empathy, gratitude and willingness to serve.
- As the range and scale of service-learning activities continue to grow, the school should place increasing emphasis on the quality of reflection. Structured reflection should enable students to consider both the affective dimensions of service, such as empathy and gratitude, and the cognitive dimensions, such as needs assessment, planning, evaluation of impact and personal growth. The structured written reflections in the CityLab project provide a useful model for further development.
- According to APASO-III data, students' participation in volunteer services has increased when compared with the previous year.

[2] Note on APASO-III data: The School's Q-value increased from 99 to 102, while the percentile rank rose from 47.3 to 55.3. This suggests that students reported participating in voluntary service more frequently than in the previous survey cycle and at a level slightly above the territory-wide norm group.

Feedback and Follow-up

- The continued participation of students from Secondary 1 to Secondary 4 demonstrates the school's commitment to providing inclusive and developmentally appropriate service-learning experiences. Secondary 1 students' engagement in Citizenship, Economics and Society community visits and Gardening Club initiatives has established a foundation for empathy and social responsibility.

- Secondary 2 students' participation in i-GESS and the Hong Kong Baptist University mental-health promotion booth activity continued to nurture gratitude and care for others. As approximately 60% of Secondary 2 students indicated willingness to participate in voluntary service in future, the School will explore follow-up strategies that encourage sustained participation and progressively greater student ownership.

- Secondary 3 students gained practical experience through Law-Abiding Week, the CityLab project, Hong Kong Baptist University service-learning activities and the PE Service-Learning Ambassadors Scheme. Leadership initiatives, including the 4C Youth Volunteer Leadership Project and Adventure-Ship Programme, further broadened students' horizons through engagement with complex social issues and intergenerational collaboration.

- The Student Guidance Committee's wide range of programmes should be sustained and refined in the coming year, given their consistently positive reception and contribution to students' school belonging, leadership development and commitment to serving others.

- The School will continue to provide service opportunities involving peers and the wider community while embedding systematic, structured reflection across all programmes. Carefully tailored responsibilities and leadership roles, aligned with students' developmental stages, will help students develop analytical thinking, social awareness and an enduring commitment to service.

Conclusion

During the 2025–2026 academic year, the school made steady progress in advancing the two Major Concerns of the Three-Year School Development Plan. Through a wide range of reading initiatives, students were provided with more opportunities to engage with texts across subjects, share reading experiences and develop their language, thinking and generic skills. The establishment of student-led sharing platforms, thematic reading activities and digital media channels has further strengthened the reading culture of the school.

At the same time, service-learning opportunities enabled students to connect classroom

learning with authentic community needs. Through structured experiences involving peer support, intergenerational service, mental-health promotion, environmental protection and engagement with diverse community groups, students developed empathy, gratitude, responsibility and a greater willingness to serve. Positive feedback from programme evaluations, students' reflections and APASO-III data indicates encouraging progress in nurturing students' participation in voluntary service and their understanding of the value of serving others.

Building on these foundations, the school will continue to refine its approaches by promoting student agency, strengthening peer-led learning and leadership opportunities, and enhancing the quality of reflection. With sustained collaboration among teachers, students, parents and community partners, the school is well positioned to further nurture students as motivated learners, compassionate citizens and responsible contributors to society.

Our Students' Performance

(A) Academic Performance

1. Students' Performance in the 2026 DSE

Total no. of S.6 Students	98
Percentage of students meeting the entrance requirements for local Bachelor degree programmes	75%
Percentage of students meeting the entrance requirements for local Sub-degree programmes	97%

2. Subjectsss

The percentages of Levels 4-5** of various subjects were above territory averages.

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

3. Outstanding individual achievements (extracted):
    1. ZHOU W. H. 4 subjects 5**、1 subject 5、1 subject 4
    2. YEUNG K. H. 2 subjects 5**、2 subjects 5*、2 subjects 4
    3. CHAN K. T. 1 subject 5**、4 subjects 5*
    4. KAM C. H. 1 subject 5**、3 subjects 5*、2 subjects 4
    5. KONG C. Y. 6 subjects 5*
    6. CHOY T. N. 4 subjects 5*
    7. YEUNG C.C. 3 subjects 5*、2 subjects 5、1 subject 4
    8. CHAN T. T. 2 subjects 5*、2 subjects 5、2 subjects 4
    9. LAM M. C. 2 subjects 5*、4 subjects 4
    10. POON Y. 1 subject 5*、3 subjects 5、1 subject 4
    11. LI C. K. 1 subject 5*、2 subjects 5、3 subjects 4

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

獎項	項目	獲獎學生
「2024 國家憲法日聯校升旗禮特刊」活動	積極參與	全校學生
2025 機甲聯盟系列 - 青少年對抗賽	中學組: 最終 16 強	曾祥兆 黎頌揚 陳逸航 林晞進 利泓治 鄧冠濤, 曾垂宇
RV 實體虛擬賽比賽 2025	體育精神獎	李諾芹 陳思雨 李植森
氫能車競賽大挑戰 2025	二等獎	陳樂言 鄭思駿 陳曉晴 林芷澄 唐仲謙
第四屆亞太區 STEM/AI 科技創新挑戰賽：2025 InnoBot	銅獎	趙悅晨 何霖俊 何依諾, 伍嘉怡
3rd Greater Bay Area STEM/AI Challenge - Interstellar Exploration Challenge 2024	Bronze Prize	He Yee Nok Lam Yuk Ling Lin Zefeng Ng Ka Yi
World peace and Cross-Cultural Understanding: An International and Intergenerational AI-facilitated eBook Writing Competition	Senior Secondary Group: Champion	Guo Zhiqing
Hong Kong Outstanding Student Service Ambassadors Award Program	香港社會關懷大使獎	Cheung Chun Kit Xue Ching Sze

獎項	項目	獲獎學生
2025 Constitution and Basic Law Territory-wide Inter-school Competition (Final)	Secondary Group Team: 2nd runner-up	Wong Tsz Sen Chan Sunny Poon Yuet Xue Ching Sze
Link 20th Anniversary Outstanding Students Scholarship	Link 20th Anniversary Outstanding Students Scholarship	Liu Leuk Tang
Love Our Home, Treasure Our Country 3.0 AI Smart Car Grand Prix	Merit	He Lingjun Leung Yat Hang Chum Yu Nga Ng Ka Yi
The 2024-25 UNSDGs Debating Competition	EMI - S4 Division : 2nd runner-up	Chu Choi Yee Yu Pei Wen Chen Hoi Yiu
HK Island & Kowloon Secondary Schools Competition - BOCHK Tenpin Bowling Cup 2024 - 2025	Boys Team : 3rd runner-up	Choy Tsz Nok Chen Junru Leung Yu Hin Yeung Ming Him Ho Cheuk Him Jeffery
	Girls Team : 3rd runner-up	Lun Tsz Wing Cheung Ying Wu Eunice Zeng Cho Kiu Fok Hang Shuen Tsang Ying Lok
2025 C.C.C. The Most Distinguished Student Award	Secondary Group : The Most Distinguished Students' Award	Tai Yui Tsit Cheung Chun Kit
HydroRace Challenge 2025	Group : Second Prize	Chan Lok In Cheng Sze Chun Chen Hiu Ching Lam Tsz Ching Tong Chung Him

獎項	項目	獲獎學生
Hong Kong Scrabble Championship 2025	Individual (Division A): 2nd runner-up Best Under-16 Player Best Under-18 Player	Liu Leuk Tang
	Individual (Division B) : 2nd runner-up Best Under-14 Player	So Chi Shun
ASTAR Scrabble Challenge International	個人(18歲以下組別)： 季軍	黃子晨
3rd Cohort of Leadership Institute on Narcotics	Anti-drug ambassador	Chan Chor Kiu Cheung Chun Kit Lau Hayden Chung Chit Xue Ching Sze
第17屆九龍地域傑出學生	初中組優秀學生	莊琇羽　張英姿
	高中組傑出學生	薛靜詩
第20屆觀塘區傑出學生	初中組傑出學生	莊琇羽　張英姿
	初中組優秀學生	翁躍翹　陳敏茵
	高中組傑出學生	薛靜詩
	高中組優秀學生	羅穎鍶　陳楚橋　林瑞緣
富豪保齡第十八屆香港個人保齡球公開賽	U20青少年組賽事(女子組)冠軍	羅煒晴
香港匹克球青少年公開賽	U18男雙冠軍	李諾芹
觀塘「Chill 越自我」匹克球比賽	盃賽冠軍	蘇墻根　譚梓珩　李諾芹 周展浩
	碟賽季軍	黃啟全　彭紫瑩　伍深諾
北方地區粵港澳一帶一路匹克球大賽及交流會	青少年(U18)亞軍及成年組殿軍	李欣潼

獎項	項目	獲獎學生
中華人民共和國國慶盃中學小學校際五人足球賽	中學組冠軍	徐思朗　李明俊　彭浩文 謝嘉睿　陳諾軒　蔡　昱 葉以諾　陳輝明　鄺鉦寓 王子俊
2025 年精武 103 周年傳統武術公開賽	金獎	梁日峰
2024 傑士水運會	自由式總冠軍	楊兆亨
	蝶泳總冠軍	楊兆亨
全港速度跳繩挑戰賽 2025	15 歲或以上女子組 2x30 秒單側迴旋雙腳跳接力冠軍	黎嘉琦　黎翠珊
	15 歲或以上男子組 2x30 秒單車接力亞軍	洪傳竣　陳福坤
	15 歲或以上混合組 2x30 秒二重跳接力冠軍	盧智昇　郭晞彤
第三屆粵港澳慶澳門回歸大灣區青少年匹克球邀請賽	青少年組冠軍	李欣潼
校際籃球賽 2025-2026 第三組(九龍二區) 男子甲組	男子甲組季軍	劉尚僑　譚昊軒　陳厚錕 陳梓軒　岑星霖　周駿棋 李嘉歡　楊天賜　許嘉熙 梁梓朗
理大全港中國歷史論文比賽 2025	優秀大獎	林美姿　潘　玥　薛靜詩 黃梓浩
歷史科電子閱讀獎勵計劃 2025	優異獎	洪曉茵　梁心言
Joint School Scrabble Tournament for Novices 2026	Most Valuable Player & 3rd Runner-up	何滿謙

獎項	項目	獲獎學生
Guangdong-Hong Kong-Macao Sister School Choral Speaking Competition 2025	Sister School Secondary Group - Second Prize	Guo Zi Han Lam Ching Yu Wai Hoi Ching Wang Ke Yue Zhuo Jia Xiang Chen Ying Yue Chan Pui San He Yee Nok Wen Yilin Cheng Laam Sum Ho Kwok Yee Tse Sin Tung Chan Fuk Kwan
Ng Teng Fong Charitable Foundation Scholarship 2025	Ng Teng Fong Charitable Foundation Scholarship 2025	Liu Leuk Tang
「防騙一分鐘 2.0」短片拍攝比賽 2025	優異獎	莊琇羽　黃遠朋　林詩雅 張英姿
Huawei ICT Competition 2025 -2026 Hong Kong SAR Station	Cloud Track - Secondary School Group - Second Prize	Ho Cheuk Him Jeffrey Chan Tsz Yan Sun Ho Ching
	Contribution Award Co-organizer	C.C.C. Mong Man Wai College
2025/26 學年「心繫家國」—留住故里情四格漫畫設計比賽	初中組優異獎	李籌恩
8th Grantham Visual Award 2024/25	Grantham Visual Arts Awards	Chan Wing Sze
第六屆「長幼有情」攝影比賽	中學組優異獎	陳浚穎
第三屆美好香港印象系列：AI 與中華文化的融合之旅—AI 生成繪圖設計比賽	金獎	吳嘉銘　鄭嵐心
	嘉許獎	李籌恩

獎項	項目	獲獎學生
第 22 屆基本法大使培訓計劃	傑出學員獎 及 政策多面體報告書 比賽季軍	李卓罡
4th Cohort of Leadership Institute on Narcotics	Outstanding Mentees (Secondary School) - Silver Awardees	Chan Nga Yin Chan Sze Nga Yu Pei Wen Wong Nga Man
Seed Foundation Workplace Experience	Merit	Guo Zhiqing Lee Ming Chun Ho Cheuk Him Jeffery
「思辯盃」聯校辯論四角賽	第二場小組賽—最佳辯論員	趙悅晨
「探秘太空、我的航天夢」---第二屆全港中小學航天畫比賽	初中組金獎	吳栢廷
2026 年舞蹈世界盃亞洲區—香港區外圍賽	第三名	郭晞彤
2026 香港數學袋鼠競賽	中華基督教會盃 金獎	王恒志　邱穎晴 陳穎玥　鄭琦浩
	中華基督教會盃 銀獎	陳智勳　陳樂言　鄭子俊 周逸沛　許道豪
	中華基督教會盃 銅獎	韓曉定　龐曉曈　滕咏菡 文藝霖　林紹旭　黎嘉琦
2026 價值觀教育傑出學生獎（守法）	2026 價值觀教育傑出學生獎（守法）	陳雅妍
2026 聯校音樂大賽 JSMA - 敲擊樂隊比賽	銀獎	高梓嵐　蕭本恩　關皓晉 伍頌恩　吳柏豪　梁遨洋 劉承杰　郭柔嬌　陳培燊
2026 聯校音樂大賽 JSMA - 管弦樂團比賽項目	銅獎	林鑫妮　黃梓淇　吳卓謙 張嘉永　楊奇諾　劉康哲 蔡銘浩　楊海晴　江梓豪 宋振華　朱君皓　何卓謙 葉穎喬　蔣君堯　莊琇羽 蔡頌旻　賴雅琳　陳梓浩 鄭嵐心　曾梓桐　歐陽卓瑤 吳培年　盧浩謙　周柏宇 林晞蕾　梁凱晴

獎項	項目	獲獎學生
第 69 屆體育節– 2026 保齡球錦標賽	1. U20 Master Final Girls - Champion 2. Master Final Open Woman - 3rd Runner-up 3. U20 Girls Master Qualifying - Champion 4. U15 Master Qualifying - Champion 5. Open Woman Master Qualifying - 2nd Runner-up	羅煒晴
	U15 Masters Qualifying – 2nd Runner-up	羅雋皓
G.T.C. International School Project Competition 2025 (Top 10 award)	Top10 in the worldwide competition	陳雅妍　周穎　張桓熙 陳俊宇　陳凱耀
HK Island & Kowloon Secondary Schools Regional Committee - Inter-School Tenpin Bowling Competition	1. Individual Event（Girls）- Champion 2. High Game Scorer 3. Team Event(Girls) - 3rd Runner-up	羅煒晴
	Team Event(Boys) - 3rd Runner-up	羅雋皓　何卓謙　陳俊宇
	Team Event(Girls) - 3rd Runner-up	倫梓穎　張瑩祐
Hong Kong Economics Olympiad 2026	銅牌	褚采儀

獎項	項目	獲獎學生
Hong Kong Inter-School Tenpin Bowling Champions(Final)-2026	1. Teacher-Student Double - 1st Runner-up 2. Team Prize: Overall Champion	張瑩祐
	Team Event (Trios) - 1st Runner-up	何卓謙
	1. U12 Individual (Mixed) - Champion 2. U23 Individual (Mixed) - Champion 3. U15 Individual (Girls) - Champion 4. U18 Individual (Girls) - Champion 5. Teacher-Student Double - 3rd Runner-up 6. Team Event (Trios) - 1st Runner-up	羅煒晴
	1. U15 Individual (Boys) - Champion 2. Team Event (Trios) - 1st Runner-up	羅雋皓
	Team Prize: Overall Champion	楊芷熙　曾楚喬　趙文華 潘欽霆　王樂軒　何卓謙 倫梓穎　陳俊宇
Hong Kong Scrabble Championship 2026	1. Division A: 2nd Runner-up 2. Best Under-18 Player	黃子晨
Inter-School Scrabble Championship 2026 – Preliminary Round 1	Team Prizes: 1st runner-up	蘇弘正　邱穎晴　蔡承熹 蘇至信　易天朗　廖略登 黃子晨

獎項	項目	獲獎學生
Jumper Contest 2026	亞軍	劉芊諭　魏皓晴　關天人 鍾倬睿　曾祥兆　盧智昇 洪傳竣　陳玥珊　梁樂天 郭晞彤　陳敏茵　陳福坤 張莘森　陳諾軒
	殿軍	張嘉永　黃芍瑤　郭明儒 趙悅晨　蘇鈺晴　姚淖知 陳淇　廖清　張淑敏 楊笳奇　朱嘉雋　黎嘉琦 莊琇羽　黎翠珊
TEEN 羅地網 AI 製片訓練班暨禁毒創作比賽	優異獎	盧智昇　林詩雅　郭晞彤
中國香港保齡球總會 2026 年本地青少年保齡球賽	中學學學界挑戰盃邀請賽（女子） 團隊季軍	羅煒晴　倫梓穎　張瑩祐
	1. U22 女子組優秀賽--冠軍 2. U15 組別甄選賽--亞軍	羅煒晴
中華基督教會香港區會中學女子排球錦標賽 2025-26	殿軍	李心言　陳怡彪　陳守意 林靜孺　吳華煞　陳心然 彭紫瑩　張英姿　羅凱霖 郭穎瑩　陳恩賜

獎項	項目	獲獎學生
中華基督教會香港區會中學校際保齡球錦標賽	Boys Single - Champion	何卓謙
	Girls Single - Champion	羅煒晴
	Girls Single - 1st Runner-up	梁浩晴
	Boys Single - 2nd Runner-up	羅雋皓
	Girls Single - 2nd Runner-up	張瑩祐
	Girls Single - 3rd Runner-up	曾盈樂
	Trios - Champion	羅煒晴　羅雋皓　何卓謙
	Trios - 2nd runner-up	倫梓穎　陳俊宇　張瑩祐
	Teacher-student team of four - 2nd runner-up	倫梓穎　陳俊宇　張瑩祐
	Teacher-student team of four - Champion	羅煒晴　羅雋皓　何卓謙
中華基督教會香港區會聯校 Rummikub 比賽 2025-2026	個人一等獎	陳子銘
	個人一等獎及團體冠軍	王可悅
	個人二等獎及團體冠軍	何倩婷
	個人二等獎及團體冠軍	劉沛勤
	團體冠軍	王焯恒
中華基督教會香港區會聯校數字組合遊戲挑戰賽 2025-2026	個人賽二等獎　團體賽季軍	林紹旭　鄭琦浩　曾垂宇
公益少年團觀塘區硬筆書法比賽	初中組冠軍	李伊淇
	初中組亞軍	黃楚峰
	高中組優異獎	郭晞彤　郭芷晴

獎項	項目	獲獎學生
全港速度跳繩挑戰賽 2025	15 歲或以上女子組 2x30 秒 單側迴旋雙腳跳接力 冠軍	黎嘉琦　黎翠珊
	15 歲或以上男子組 2x30 秒 單車接力亞軍	洪傳竣　陳福坤
	15 歲或以上混合組 2x30 秒 二重跳接力冠軍	盧智昇　郭晞彤
屈臣氏集團 185 周年 香港傑出學生運動員獎	香港傑出學生運動員	許嘉熙
香港精英舞蹈大賽 2026	金獎	郭晞彤
第 20 屆學友社傑出中學生領袖選舉	中學生領袖	薛靜詩
第 20 屆觀塘區傑出學生選舉 (高中組)	觀塘區傑出學生 (高中組)	薛靜詩
第 43 屆香港數學競賽	Second-class Honour	廖略登
第 54 屆全港公開舞蹈比賽- 現代舞 (公開組)	金獎	郭晞彤
第 77 屆香港學校朗誦節 中文朗誦比賽	優良/良好	阮子靖　鄧紫晴　曾善芯 關穎瑜　林瑋瑜　衛姿廷 盧靜怡　謝卓妍　楊芷熙 林靜孺　衞愷晴　王可悅 曾楚喬　陳培燊　何依諾 伍嘉怡　何幗儀　鄭嵐心 謝羨彤　關卓琳
第九屆亞太才藝舞蹈精英盃 2026	公開組- 現代舞及抒情舞- 小組群舞-金獎	郭晞彤
第五屆「童行盃」全港 校際服務辯論比賽	季軍	薛靜詩
	季軍（團隊）	王詩雅　陳汶希　段善盈 楊海晴　劉曉鈃　戴睿婕 李卓罡　梁卓軒
	最佳辯論員 （半準決賽、複賽）	梁卓軒

獎項	項目	獲獎學生
第六十二屆學校舞蹈節 中學組爵士舞及街舞(群舞)	甲級獎	王芯晴　朱悅潼　余家晴 叶芷　高梓嵐　劉昱萱 蔡思思　曾善芯　關穎瑜 梁凱喬　黃雪嵐　林瑋瑜 陳泱晴　林芓錡　黃芍瑤 林清瑤　衞愷晴　王曉晴 曾墡媃　吳靖然　胡美欣 馬紫嬈　陳玥珊　陳智銘 覃渝雅　吳羨君
第六屆「童行盃」全港 校際服務辯論比賽	第一回合初賽— 最佳辯論員 第二回合初賽— 最佳辯論員	梁卓軒
和富「傑出公民學生獎勵計劃 2025/26」	和富香港學生十優 公民大使	張英姿
第十屆韓國公開跳繩錦標賽及 邀請賽	30 秒個人速度跳金 獎	陳諾軒
	30 秒個人速度跳銀 獎	洪傳竣

2024-2025蒙民偉博士教育基金獎學金

鄭家謙　吳梓浩

汪彼得牧師紀念獎學金

4A11	陳子政	5C05	李詠恩

何苑蕙老師紀念獎學金

4B12	戴睿婕

藝穗飛揚獎學金

6B03	鄧民婉

樂程獎學金(領導才能)

5A11	余沛雯

樂程獎學金(體育才能)

6D16	許嘉熙

梅浩求校長紀念獎學金

4D08	郭晞彤	4D09	羅凱霖	5A02	陳雅妍	5A06	褚采儀	5A07	郭芷晴
5A12	謝宇迪	5A20	何睿鋒	5A32	曾垂宇	5C25	周柏宇	5D17	梁卓軒

黃嘉傑最佳進步獎、教師聯誼會獎學金（最佳進步獎第一名）

中一級	1A	第三名	1A19	陳佳豪	第二名	1A23	韓曉定	第一名	1A12	王芯晴
	1B	第三名	1B05	羅婉瑩	第二名	1B21	連啟灝	第一名	1B03	高梓嵐
	1C	第三名	1C32	趙建輝	第二名	1C16	何滿謙	第一名	1C33	趙智賢
	1D	第三名	1D06	林貝謠	第二名	1D19	胡家暢	第一名	1D26	黃駿軒
中二級	2A	第三名	2A20	何霖俊	第二名	2A19	鄭子俊	第一名	2A21	郭梓輝
	2B	第三名	2B16	黃喆	第二名	2B08	沈穎彤	第一名	2B04	蔡雯鋙
	2C	第三名	2C24	朱子豪	第二名	2C17	鄭凱俊	第一名	2C03	江凱霖
	2D	第三名	2D17	高綱灝	第二名	2D15	張文浩	第一名	2D27	伍鈞朗
中三級	3A	第三名	3A29	李弘業	第二名	3A16	黃心恩	第一名	3A19	周煒杰
	3B	第三名	3B24	蘇俊誠	第二名	3B27	黃敬恒	第一名	3B16	曾楚喬
	3C	第三名	3C11	雷惠渝	第二名	3C22	郭文政	第一名	3C18	陳瑞天
	3D	第三名	3D27	伍晞暘	第二名	3D15	楊笳奇	第一名	3D17	陳卓男
中四級	4A	第三名	4A25	潘欽霆	第二名	4A18	黃銘偉	第一名	4A27	王俊浩
	4B	第三名	4B20	鄭梓培	第二名	4B07	賴雅琳	第一名	4B19	陳梓軒
	4C	第三名	4C13	廖智瑩	第二名	4C05	黎翠珊	第一名	4C33	楊峻熙
	4D	第三名	4D04	鄭嵐心	第二名	4D07	何幗儀	第一名	4D03	周穗寧
中五級	5A	第三名	5A06	褚采儀	第二名	5A13	陳柏君	第一名	5A18	杜熠天
	5B	第三名	5B22	何浚浩	第二名	5B08	林穎潼	第一名	5B25	劉沛勤
	5C	第三名	5C30	葉以諾	第二名	5C10	劉靖琳	第一名	5C07	梁嘉莉
	5D	第三名	5D01	陳曉晴	第二名	5D17	梁卓軒	第一名	5D02	張瑩祐

校長盾－最佳表現獎

中文科	5A11 余沛雯	數學科	5A15 張宇鵬
英文科	5A28 廖略登	物理科	5A28 廖略登
化學科	5A28 廖略登	生物科	5A28 廖略登
資訊及通訊科技科	5A32 曾垂宇	經濟科	5B12 唐羽晴
視覺藝術科	5C11 馬紫淇	旅遊與款待	5C27 莫耀聰
企業、會計與財務概論科	5D19 馬慶子	中國歷史科	5D22 黃子晨
歷史科	5D22 黃子晨	地理科	5D22 黃子晨
公民及社會發展科	5D22 黃子晨		

ASTAR Scrabble Challenge International 2026

U18組別冠軍

5D22	黃子晨

HKSPA Mind Sports Challenge 2026 (Side A)

亞軍

5D22	黃子晨

Inter-School Scrabble Championship 2026

團體獎：亞軍

2B12 邱穎晴 2B30 蔡承熹 5A28 廖略登 5D22 黃子晨

學校最佳選手、個人獎：亞軍

5D22 黃子晨

個人獎：季軍

5A28 廖略登

最佳新手

2A31 蘇弘正 2B30 蔡承熹

第 78 屆香港學校音樂節 2026

女聲外語獨唱(16 歲以下)組季軍

4D04 鄭嵐心

古箏獨奏高級組季軍

3D08 羅嘉敏

四社全年獎

亞軍 ：伯駕社

總冠軍：理雅各社

學業成績獎

1A04	朱悅潼	家政科
1A07	羅煒晴	體育科
1B04	劉昱萱	中文科
1B05	羅婉瑩	音樂科
1B06	梁嘉晴	公民、經濟與社會科
1C03	方曈	體育科
1C23	莫日謙	聖經科
1D23	劉承杰	普通話科
1B02	鄭心然	音樂科
		視覺藝術科
1D22	李思樂	全班第一名
		品學兼優獎
1B22	劉思成	全級第三名
		全班第一名
		品學兼優獎
1A18	陳智勳	全級第二名
		全班第一名
		體育科
		普通話科
		品學兼優獎
1C27	黃恩華	全級第一名
		全班第一名
		中國歷史科
		普通電腦科
		英文科
		地理科
		歷史科
		綜合科學科
		數學科
		品學兼優獎
2A02	陳詩喬	視覺藝術科
2A04	方心	音樂科
2A16	陳樂言	數學科
2A31	蘇弘正	普通電腦科
2C18	鄭思駿	家政科
2C31	吳文諾	歷史科
2C33	蘇浩文	普通話科
2D13	趙悅晨	中文科
		品學兼優獎
2D17	高綱灝	聖經科
		中國歷史科
		體育科
2D32	袁駿燿	全班第一名
		英文科
		綜合科學科
2B30	蔡承熹	全級第三名
		全班第一名
		品學兼優獎
2C11	駱霖	全級第二名
		全班第一名
		體育科
		品學兼優獎
2A26	梁溢恆	全級第一名
		全班第一名
		公民、經濟與社會科
		地理科
		品學兼優獎

3A03	郭梓涵	普通話科
3A04	許心瑤	視覺藝術科
3A15	衛愷晴	音樂科
3B11	吳華煜	體育科
		體藝獎（體育）
3C01	陳敏芝	品學兼優獎
3D07	劉曉錮	聖經科
3A08	梁心言	全班第一名
		品學兼優獎
3B07	羅善同	全班第一名
		品學兼優獎
3C06	段善盈	全級第三名
		中國歷史科
3D16	阮倩兒	全級第二名
		全班第一名
		普通電腦科
		英文科
		地理科
		歷史科
		家政科
		綜合科學科
		數學科
		體藝獎（家政）
		品學兼優獎
3C17	陳培燊	全級第一名
		全班第一名
		中文科
		商業導論科
		體育科
4A33	于卓楠	數學單元一
4B02	陳梓瑤	資訊及通訊科技科
4B12	戴睿婕	品學兼優獎
4B15	陳厚錕	體育科
4B18	陳泓治	體藝獎（體育）
4B20	鄭梓培	經濟科
4C02	陳子彤	品學兼優獎
4C16	黃子澄	視覺藝術科
4C27	李浩陽	體藝獎（視覺藝術）
4D01	陳敏茵	體育科
4D04	鄭嵐心	視覺藝術科
4D20	羅振傲	英文科
4A19	林紹旭	數學科
		數學單元二
4D28	黃嘉謙	企業、會計與財務概論科
		地理科
4C17	黃芷晴	全班第一名
		旅遊與款待科
4D13	陳福坤	全班第一名
		中國歷史科
		品學兼優獎
4C04	黃詩晴	中文科
		公民與社會發展科
		歷史科
4A30	謝俊希	全級第三名
		生物科
		化學科
4B22	黃潤愉	全級第二名
		全班第一名
4A29	胡友坤	全級第一名
		全班第一名
		聖經科
		物理科
		品學兼優獎

5A06	褚采儀	經濟科
5A07	郭芷晴	體育科
5A08	何寶如	體育科
5A11	余沛雯	中文科
5A23	李明俊	體育科
5A30	吳卓軒	體育科
5A32	曾垂宇	資訊及通訊科技科
5B12	唐羽晴	經濟科
5B16	陳孝翀	數學單元一
5B17	陳凱耀	公民與社會發展科
5B26	盧浩謙	體藝獎（音樂）
5C02	陳淑欣	視覺藝術科
5C13	黃清榆	聖經科
5D19	馬慶子	企業、會計與財務概論科
5A15	張宇鵬	數學科
		數學單元二
5C27	莫耀聰	全班第一名
		旅遊與款待科
		品學兼優獎
5D22	黃子晨	全級第三名
		全班第一名
		中國歷史科
		地理科
		歷史科
		品學兼優獎
5B24	柳卓謙	全級第二名
		全班第一名
		品學兼優獎
5A28	廖略登	全級第一名
		全班第一名
		生物科
		化學科
		英文科
		物理科
		品學兼優獎

C. C. C. Mong Man Wai College
Report on Use of Capacity Enhancement Grant (2025–2026)

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 to enhance teachers' effectiveness in teaching	$218,721.77	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 to enhance teachers' effectiveness in teaching	$240,619.35	Most of the teachers agree that their non-teaching workloads are relieved	
Teacher assistant (0.5) (Math)	To employ a TA to supervise detention classes, prepare teaching materials and serve as a substitute teacher	Relieve teachers from non-teaching work to enhance teachers' effectiveness in teaching	$109,431.40	Most of the teachers agree that their non-teaching workloads are relieved	
Teacher assistant (0.5) (STEAM)	To employ a TA to supervise detention classes, prepare teaching materials, supervise activities and serve as a substitute teacher	Relieve teachers from non-teaching work to enhance teachers' effectiveness in teaching	$109,431.50	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	$8,520.00	Over 80% attendance in the course and good student feedback	− Over 80% attendance − Very well-received classes with very positive feedback
			$686,724.02		

School-based After-school Learning and Support Programmes 2025/26 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 116 (including A. 20 CSSA recipients, B. 67 SFAS full-grant recipients and C. 29 under school's discretionary quota).

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						
男子排球隊訓練	1	1	1	95%		5,671.00	Questionnaire and teachers' Observation		
中六級英語聆聽能力奮進班		1		95%		480.00	Questionnaire and teachers' Observation		
中六化學知識增潤班(B)		2	1	100%		812.50	Questionnaire and teachers' Observation		
中六化學知識增潤班(C)		1		100%		312.50	Questionnaire and teachers' Observation		
中六級英語閱讀能力強化班		3	1	95%		900.00	Questionnaire and teachers' Observation		
中六級中文科閱讀能力提升訓練班(A)	1	4		95%		600.00	Questionnaire and teachers' Observation		
中六級中文科閱讀能力提升訓練班(B)	1	3	4	100%		795.00	Questionnaire and teachers' Observation		
Procreate 插畫工作坊	1		1	90%		960	Questionnaire and teachers' Observation		
中五級物理能力提升班		1		100%		240.00	Questionnaire and teachers' Observation		
中六級物理能力提升班		2	1	95%		840.00	Questionnaire and teachers' Observation		

日本太鼓隊第一期訓練			1	100%		1,800.00	Questionnaire and teachers' Observation		
樂團訓練			1	95%		297.00	Questionnaire and teachers' Observation		
課外活動領袖訓練計劃	1	2	4	95%		12,858.00	Questionnaire and teachers' Observation		
保齡球校隊訓練班(A)			1	100%		3782.00	Questionnaire and teachers' Observation		
保齡球校隊訓練班(B)			1	100%		3,991.00	Questionnaire and teachers' Observation		
男子足球隊訓練			1	100%		1126.00	Questionnaire and teachers' Observation		
中六級物理興趣提升班		2		95%		462.00	Questionnaire and teachers' Observation		
中五級物理興趣提升班	1		2	100%		733.00	Questionnaire and teachers' Observation		
第一期木結他班	4	4	1	95%		11,570.00	Questionnaire and teachers' Observation		
中六級生物科增潤班 B	1	1		95%		571.40	Questionnaire and teachers' Observation		
Hip-Hop 舞蹈班	1	4	3	95%		5,771.00	Questionnaire and teachers' Observation		
中五級生物科考察		3		95%		381.90	Questionnaire and teachers' Observation		
體育課普拉提體驗班		1		100%		29.00	Questionnaire and teachers' Observation		
體育課拳擊體驗班		1		100%		23.00	Questionnaire and teachers' Observation		
第一期流行鼓 AB 班		3	1	95%		5,640.00	Questionnaire and teachers' Observation		
旅行日-中五		1		100%		76.80	Questionnaire and teachers' Observation		

英國英語深造遊學團		6	2	100%		7,000.00	Questionnaire and teachers' Observation		
中一級訓練日營	6	8	3	100%		7,248.90	Questionnaire and teachers' Observation		
中二級訓練日營	2	11	3	100%		5751.00	Questionnaire and teachers' Observation		
中一級初中科學溫習班		1		100%		56.25	Questionnaire and teachers' Observation		
中三級初中科學溫習班(生物)		1		95%		56.25	Questionnaire and teachers' Observation		
中三級初中科學溫習班(化學)		1		100%		56.25	Questionnaire and teachers' Observation		
CAD 繪圖結合鐳射切割課程	1		1	100%		2864.00	Questionnaire and teachers' Observation		
古箏隊(第二期)訓練		1	2	100%		5,112.00	Questionnaire and teachers' Observation		
香港海洋公園學院「動感物理」活動		2	2	95%		856.00	Questionnaire and teachers' Observation		
Rummikub 校隊訓練		1	2	95%		917.00	Questionnaire and teachers' Observation		
中四生物科南生圍考察(4X2)		1	1	100%		360.00	Questionnaire and teachers' Observation		
中三中文寫作能力提升訓練班		2		100%		250.00	Questionnaire and teachers' Observation		
中四級英語聆聽能力奮進班		1		100%		280.00	Questionnaire and teachers' Observation		
中五化學科興趣提升班			1	95%		312.50	Questionnaire and teachers' Observation		
日本太鼓隊(第二期)訓練		4	3	95%		16,900.00	Questionnaire and teachers' Observation		
第二期小提琴(六)ABC 班	3	5	2	95%		9,146.00	Questionnaire and teachers' Observation		

第二期流行鼓 AB 班(四)		2		95%		2,860.00	Questionnaire and teachers' Observation		
第二期木結他(六)AB 班	5	4	1	95%		12,870.00	Questionnaire and teachers' Observation		
第二期大提琴/低音大提琴班	1			100%		1800.00	Questionnaire and teachers' Observation		
中二級中文閱讀班		1	1	100%		120.00	Questionnaire and teachers' Observation		
中五英語奮進班			1	95%		262.50	Questionnaire and teachers' Observation		
中一社區探訪-參觀社企及認識餐桌禮儀		1		100%		341.00	Questionnaire and teachers' Observation		
中四丁班聖經科服務學習體驗-黑暗中的對話		1		100%		167.60	Questionnaire and teachers' Observation		
中四丙班聖經科服務學習體驗-黑暗中的對話		2		100%		335.2	Questionnaire and teachers' Observation		
中一社區探訪 - 貧窮體驗活動 - 執紙皮換菠蘿	3	2		100%		1395.00	Questionnaire and teachers' Observation		
中五級中文科寫作能力提升訓練班 A		1		100%		234	Questionnaire and teachers' Observation		
高中物理增進班			1	100%		420	Questionnaire and teachers' Observation		
中四甲班聖經科服務學習體驗			1	100%		167.6	Questionnaire and teachers' Observation		
中五級生物科增潤班(B)		2		100%		668	Questionnaire and teachers' Observation		
中二級英語精讀班		1		100%		150	Questionnaire and teachers' Observation		

中三英語奮進班		2	2	95%		600	Questionnaire and teachers' Observation		
中二級數學加強班(星期五)		1	2	95%		784	Questionnaire and teachers' Observation		
中二級數學加強班(星期一)	1		1	95%		560	Questionnaire and teachers' Observation		
中一社區探訪 - 盲人甜品師工作坊		2		100%		709	Questionnaire and teachers' Observation		
中一社區探訪 - 少數族裔交流之旅	1	2	1	100%		1243	Questionnaire and teachers' Observation		
中一英語奮進班		6	4	95%		1440	Questionnaire and teachers' Observation		
物理奧林匹克班			1	100%		252	Questionnaire and teachers' Observation		
款客服務體驗工作坊	1	5		95%		2592	Questionnaire and teachers' Observation		
迪士尼款客服務體驗坊		1		100%		385	Questionnaire and teachers' Observation		
中四級企會財科參觀 FinEd Hub 活動		2		95%		80	Questionnaire and teachers' Observation		
中五化學科講座車費		1		100%		10.8	Questionnaire and teachers' Observation		
古箏第三期訓練		1		100%		800	Questionnaire and teachers' Observation		
宗教委員會福音營	1	4	2	95%		600	Questionnaire and teachers' Observation		
學務領袖生迎新訓練日營	1	1	1	100%		1375	Questionnaire and teachers' Observation		
「學生大使 - 領袖及團隊訓練營」	1	2		100%		2613	Questionnaire and teachers' Observation		

Total no. of activities:								
@No. of man-times	39	132	66		**Total Expenses**	153,723.95		
****Total no. of man-times**	237							

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)

- [x] 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;
- [x] 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) (2025–2026)

Domain	Programme	Objective(s)	Targets (No./ level/ selection)	Duration/ Start Date	Deliverables	Evaluation Results	Actual Expenses
Academic Committee (Affairs)	S4-6 Elite Training Course	- To equip elite students with different higher-order thinking skills (e.g. critical thinking, problem-solving, creative thinking & logical reasoning, etc.) -To enrich elite students' learning experiences outside school & further equip elites with different academic knowledge & skills required in tertiary institutions	S.4-6 students nominated by teachers OR / & top students in terms of positions at form level	Whole year	-Students' feedback & reflections on the courses -Morning sharing sessions conducted by elites who participated in these courses	Fully achieved.	$18800
Biology	Biotechnology Training Workshop	-Enable participants to gain hands-on experience with techniques and tools in biotechnology, enhancing their practical skills. -Allow Participants connect with professionals, researchers, and peers, fostering collaborations and partnerships.	S.5 students	Whole year	Student reflection	Fully achieved.	$10000
ECA	中文辯論隊	-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	導師提供PPT及教材，並於每次的比賽期間與學生共同探討有關辯題的內容。	Fully achieved.	$17052

Domain	Programme	Objective(s)	Targets (No./ level/ selection)	Duration/ Start Date	Deliverables	Evaluation Results	Actual Expenses
English	S.4-6 public speaking training	- To equip elites with public speaking training for external competitions	S.4-6 students	Whole year	Student's and tutors' feedback and achievement in competitions	Fully achieved.	$24597
ICT	C++ 編程班	-提供學生於課後學 C++編程之機會	S.4 students	Whole year	Student learnt extra programming techniques.	Fully achieved.	$5010
Mathematics	Senior form Mathematics Olympiad Course	- Equip students to participate in the Mathematics Competition	Six S4 students	Whole year	Assignments x 4	Fully achieved.	$7500
Visual Arts	S4-5 Drawing and Painting Workshop	- Elite Training -Positive education	S.4-5 students	Whole year	5 Artworks	Fully achieved.	$33600

Total: $116,559.00

C.C.C. Mong Man Wai College

Report on the Use of School Executive Officer Grant 2025/26

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	$451,046.07	● Smooth running of the administrative work	Feedback from the Principal and Vice-principals	NTY	● 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.	$451,046.07
To employ clerk to assist the school in administrative work	● To take minutes of school functional team(s) ● To issue parents' letters and messages in parents' App ● To stock check the school materials ● To take up general clerical work	$142,800.00	● Have an adequate stock of materials for the school operation ● Update parents on the school news ● The smooth running of the administrative work	Feedback from the Principal and Vice-principals	SSL	● The clerk successfully carried out general clerical duties, contributing to the smooth running of administrative work.	$142,800.00

eInventory System	● To set up and maintain an eInventory system for efficient tracking, updating, and management of school assets and materials.	$41,500.00	● up-to-date inventory records are maintained in the system.	Feedback from the Principal and Vice-principals	SSL	● The eInventory System was successfully implemented.	$41,500.00
Total Amount		$635,346.07					$635,346.07

C.C.C. Mong Man Wai College

Report on the Use of the Promotion of Reading Grant

2025 – 2026 School Year

Part 1: Evaluation of the Effectiveness

1. Evaluation of achievement of the objectives:

   The "S1 – S3 Reading Across Curriculum Award Scheme" and the Subject-based Reading Scheme effectively encouraged students to read throughout the year. Both schemes exposed students to a wide variety of materials – printed books and e-books in Chinese and English – and supported the development of regular reading habits. Student librarians, AC prefects and members of various clubs were invited to take part in Manwaier's Talk and to lead shared-reading activities. In addition, students delivered reading-sharing sessions during morning assembly, reinforcing a schoolwide reading culture and increasing student engagement in reading-related activities.

2. Evaluation of strategies:

   The School Library collaborated with the Academic Committees (Affairs and Subjects) and various subject departments to create a motivating reading environment. A Reading Talk held on Reading Day engaged all students, while Manwaier's Talk provided a platform for student-led reading sharing. Reading resources were promoted during morning assembly, which raised awareness of available materials. Expanded subscriptions to e-books and printed books have diversified reading options. The S1–S2 Reading Award Scheme and the S1–S3 Reading Across Curriculum Award Scheme have successfully encouraged junior students to develop regular reading habits.

Part 2: Financial Report

	Item*	Actual expenses ($)
1.	Purchase of Books	**$23,346.50**
	☑ e-Books (Chinese department and English department)	*$9,950.00*
	☑ Printed books for SBA (Chinese department)	*$13,396.50*
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	**$15,000.00**
	☑ Hiring writers, professional storytellers, etc. to conduct talks	*$15,000.00*
	Hire of service from external service providers to organize 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：	**$1,330.00**
	Gifts for students on Reading Day	*$180.00*
	Book coupons for reading award scheme	*$150.00*
	Book coupons for promotion of reading	*$1,000.00*
	Total	*$50,676.50*
	Unspent Balance	*$15,499.50*

* Please tick the appropriate boxes or provide details.

25-26 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:	$109,200.00
B	Expenditure in the Current School Year:	$109,200.00
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	11	$14,499.00
Full-grant under the School Textbook Assistance Scheme	33	$71,040.00
Meeting the school-based financially needy criteria	17	$23,661.00 (capped at 25% of the total allocation for the school year)
Total	**61**	**$109,200.00**

(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	跳繩隊訓練	Physical Educatio	6	$9,568.00			✓		
2	戲劇訓練班	Arts (Others)	4	$5,365.00		✓			

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
3	啟德體育園單車體驗活動	Arts (Music)	3	$234.00			✓		
4	領袖培訓計劃 - 乘風航伙伴計劃「全方	Values Education	2	$470.00	✓				
5	躲避盤隊訓練	Physical Educatio	2	$1,249.00			✓		
6	中六級地理科增潤班	Geography	1	$660.00		✓			
7	古箏隊(第一期)訓練	Arts (Music)	1	$1,800.00			✓		
8	第一期大提琴/低音大提琴班	Arts (Music)	1	$1,800.00			✓		
9	敲擊樂小組訓練	Arts (Music)	1	$2,100.00			✓		
10	2025/26 女子排球隊訓練	Physical Educatio	3	$2,873.00			✓		
11	日本太鼓隊第一期訓練	Arts (Music)	5	$11,000.00			✓		
12	樂團訓練	Arts (Music)	3	$3,705.00			✓		
13	第一期小提琴班	Arts (Music)	8	$7,840.00			✓		
14	陶藝工作坊	Arts (Others)	4	$2,400.00			✓		
15	乒乓球隊訓練	Physical Educatio	2	$3,740.00			✓		
16	躲避盤B隊訓練	Physical Educatio	3	$1,968.00			✓		
17	保齡球校隊訓練班(A)	Physical Educatio	6	$28,092.00			✓		
18	保齡球校隊訓練班(B)	Physical Educatio	4	$19,384.00			✓		
19	男子足球隊訓練	Physical Educatio	4	$4,952.00			✓		
(Please insert rows above if the space provided is insufficient.)									
	Expenses for Category 1		**63**	**$109,200.00**					
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									

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									
(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	**63**	**$109,200.00**					

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):	Fok Pik Shan

25-26 Report on the Use of the Life-wide Learning and Sister School Grant July 2026 ver.

C.C.C. MONG MAN WAI COLLEGE

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 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】

Evaluation Method:	**E1** Questionnaire	**E2** School Meeting and Discussion	**E3** Professional Sharing in School	**E4** Interview	**E5** Observation	**E6** Written report and reco	**E7** Others (Please specify in column L)

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)	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 "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
1	Academic Prefect Training Day Camp	2026-02	To equip academic prefects with leadership skills, cultivate team spirit & service learning	39				$14,559.00		E1 Questionnaire E2 School Meeting and Discussion		Fully achieved
2	Academic Prefect Training Sessions	2025-10, 2026-05	To further equip academic prefects with leadership skills, cultivate team spirit & service learning	39				$772.80		E1 Questionnaire		Fully achieved
3	AI learning program for Academic Prefects	2025-11, 2025-12	To equip academic prefects with some AI learning skills in the hope that they can make use of some AI tools to help them tutor S1 counterparts	39				$4,000.00		E5 Observation		Fully achieved
4	Good Learning Atmosphere Promotion Activities	Whole Year	To promote good learning atmosphere, motivate students' learning & cultivate a positive learning environment	300				$673.60		E1 Questionnaire		Fully achieved
5	S1 Reading Strategies Training Workshop	2025-11	to equip students with a series of effective reading strategies in order to enhance their understanding of reading and retention of what they read and learn	131				$20,952.00		E1 Questionnaire		Fully achieved
6	S6 Stress Management Program	2026-01	To raise students' awareness of the symptoms of stress & suitable stress management strategies	97				$354.00		E1 Questionnaire		Fully achieved
7	灣仔保育團	2026-04	認識香港	20				$1,700.00		E1 Questionnaire		Fully achieved
8	民間學堂	2025-10	推廣中華文化	132				$24,035.90		E1 Questionnaire		Fully achieved
9	有營早餐「快靚正」	2025-10	推廣健康教育	132				$1,300.00		E5 Observation		Fully achieved
10	基本法大使/國安法大使及有訓練費 用及大使推廣活動費用	Whole Year	推廣基本法/國民教育	744				$300.00		E1 Questionnaire		Fully achieved
11	推動國民教育活動規劃年曆相關學習 活動	Whole Year	推行國民教育	744				$5,621.20		E1 Questionnaire		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
12	法治之旅	2025-11	透過有趣互動的參觀行程，讓學生在輕鬆的氛圍下加深其對法治的感受、增強其傳播正確法治理念的使命感。	30				$1,700.00		E2 School Meeting and Discussion		Fully achieved
13	2025Music Festival Enrolment Fee	Whole Year	讓學生參加不同音樂比賽，廣闊視野，提升個人音樂技巧。	50				$5,600.00		E1 Questionnaire		Fully achieved
14	戲劇訓練	Whole Year	為學生提供戲劇訓練，增加學生戲劇知識。	50				$17,370.00		E5 Observation		Fully achieved
15	Rummikub Competition	Whole Year	讓學生參與不同比賽，提升學生不同技能。	60				$6,582.80		E1 Questionnaire E5 Observation		Fully achieved
16	Rummikub Team	Whole Year	透過參與Rummikub的訓練及比賽，提升同學對數學的興趣。	20				$2,530.00		E1 Questionnaire E5 Observation		Fully achieved
17	體育校隊	Whole Year	提供不同的校隊讓不同能力的同學能發揮個人強項，建立良好的生活習慣	250				$230,575.66		E5 Observation		Fully achieved
18	體育校隊場地預訂	Whole Year	讓同學在良好的環境下訓練體育運動，提升他們的技巧	100				$22,250.00		E1 Questionnaire		Fully achieved
19	體育學界報名費	Whole Year	透過參與不同比賽，與其他學校交流，提升個人水平	250				$33,428.00		E1 Questionnaire E5 Observation		Fully achieved
20	中文辯論隊	Whole Year	透過辯論訓練，提升學生思辯能力，建立正確價值觀。	15				$16,144.70		E1 Questionnaire E5 Observation		Fully achieved
21	保齡球學界比賽	Whole Year	參加不同比賽提升學生保齡技巧	20				$3,676.00		E1 Questionnaire E5 Observation		Fully achieved
22	英文辯論隊	Whole Year	透過英文辯論的訓練，提升學生思辯能力及英語表達能力。	15				$16,020.00		E1 Questionnaire E5 Observation		Fully achieved
23	音樂活動	Whole Year	讓學生接解不同樂器，提升同學對音樂的興趣	70				$1,750.00		E1 Questionnaire E2 School Meeting and Discussion		Fully achieved
24	校際戲劇節	2026-02	為學生提供參與比賽的機會，增強學生自信。	40				$15,583.70		E1 Questionnaire E5 Observation E6 Written report and record		Fully achieved
25	試後活動	2026-07	讓學生參與多元化的學習活動，發展不同才能	600				$4,346.29		E1 Questionnaire E5 Observation		Fully achieved
26	跨科或委員會活動	Whole Year	與其他學術及非學術組織舉辦活動，讓學生接觸多元化的事物	300				$6,580.30		E1 Questionnaire E2 School Meeting and Discussion		Fully achieved
27	舞蹈訓練	Whole Year	讓學生接觸舞蹈及參與比賽，提升學生對舞蹈的興趣及自信。	26				$12,088.00		E5 Observation		Fully achieved
28	舞蹈組學界舞蹈節	Whole Year	讓學生參與舞蹈比賽，擴闊學生視野。	26				$9,682.00		E1 Questionnaire E2 School Meeting and Discussion		Fully achieved
29	樂器班	Whole Year	讓學生接解不同樂器，提升同學對音樂的興趣	100				$141,640.00		E5 Observation		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
30	課外活動領袖訓練	Whole Year	與世界各地的義工交流，並學習自行籌組活動，建立領袖風範	20				$18,508.89		E1 Questionnaire E6 Written report and record		Fully achieved
31	面試工作坊	2025-12	教導學生一般面試技巧	97				$3,050.00		E1 Questionnaire		Fully achieved
32	宗教周會及節期崇拜費用(9次聚會)	Whole Year	讓學在青少年時期增加對福音信仰的認識	635				$15,300.00		E5 Observation		Fully achieved
33	初中學生團契(6次團契活動用物資及 教材)	Whole Year	透過遊戲及經文分享，向學生傳遞福音訊息。	24				$2,509.60		E1 Questionnaire		Fully achieved
34	與梁發堂合辦學生營會活動	2026-07	透過舉辦宿營營會，可向學生有深入信仰交流。	24				$4,300.00		E1 Questionnaire		Fully achieved
35	Training Camp for student ambassadors	2026-08	Students can be able to reduce their negative emotions and enhance their satisfactions towards their lives through being thankful and hopeful.	40				$7,006.20		E1 Questionnaire		Fully achieved
36	Training for student ambassadors	Whole Year	Students gain various skills through the activities, including collaboration, problem-solving and communication. It is hoped that students can contribute to school events after joining the activities.	50				$20,000.00		E1 Questionnaire		Fully achieved
37	CAD 結合鐳射打印課程	2025-10, 2025-11, 2025-12, 2026-01, 2026-02, 2026-03, 2026-04, 2026-05	提供學生於課後作STEM 學習之機會	10				$19,528.00		E1 Questionnaire		Fully achieved
38	STEM Week	2026-04	提供課後跨學科學習體驗	390				$785.70		E1 Questionnaire		Fully achieved
39	STEM Week 活動 哺乳動物和鳥類展示	2026-04	提供課後跨學科學習體驗	200				$6,800.00		E5 Observation		Fully achieved
40	一海一世界 海洋素養及海岸教育計劃	Whole Year	學生透過海岸生態資訊展覽及戶外考察活動，對STEM學習有更進一步之了解。	10				$1,043.00		E6 Written report and record		Fully achieved
41	中一級際全方位學習活動	2026-01, 2026-07	提供學生於課後作STEM 學習之機會	130				$3,329.70		E1 Questionnaire		Fully achieved
42	先進科技課程	Whole Year	提供學生於課後作STEM 學習之機會	8				$19,319.00		E1 Questionnaire		Fully achieved
43	航空綜合課程	2025-11, 2025-12, 2026-01, 2026-02, 2026-03	提供學生於課後作STEM 學習之機會	8				$70,479.00		E1 Questionnaire		Fully achieved
44	跨科活動及參與校外比賽	Whole Year	提供學生於課後作STEM 學習之機會	20				$2,392.76		E1 Questionnaire E2 School Meeting and Discussion		Fully achieved
45	Student Guidance Ambassador Team Training & Activities	Whole Year	Activities enable students to find their potential, care for younger students and the society, and establish a caring campus culture.	162				$1,307.10		E1 Questionnaire		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
46	中四級聖經科「面對逆境」服務學習 體驗活動	2026-04, 2026-05	透過了解社會不同弱勢社群狀況，體察其需要並思考如何幫助他們。	125				$10,056.00		E1 Questionnaire E2 School Meeting and Discussion		Fully achieved
47	初中聖經問答比賽	2026-05	透過問答比賽，讓初中同學更認識聖經真理。	392				$588.00		E1 Questionnaire		Fully achieved
48	Biotechnology Mobile Laboratory	Whole Year	Empower students on further study exploration. Experience the possible relationship between subject and biotechnology work field. Integrate the subject learning into life skills	300				$22,000.00		E1 Questionnaire		Fully achieved
49	Biology and IS Competition	Whole Year	Encourage students to explore different potentials through competitions of STEM and Science.	20				$2,000.00		E1 Questionnaire		Fully achieved
50	Horseshoe crab rearing program	Whole Year	Promote the environmental friendliness (value education) of marine organisms in school and strengthen leadership and collaboration skills.	130				$360.10		E1 Questionnaire		Fully achieved
51	International Biology Olympaid Trainer	Whole Year	Broaden students' understanding of the biology curriculum	5				$3,000.00		E1 Questionnaire		Fully achieved
52	PolyU Science Young Talents Competition Trainer	Whole Year	Encouraging Innovation as It promotes creative thinking and problem-solving skills among young students in science and technology.; Promotes Talent Development as The competition aims to identify and nurture young talents in the fields of science, engineering, and technology.; ; Encourage Practical Experience as Participants gain hands-on experience in scientific research and project development, enhancing their understanding of real-world applications.	10				$2,400.00		E1 Questionnaire		Fully achieved
53	S.4-5 Biology Field Trips	Whole Year	Enhance students learning the technique in sampling and data processing; Facilitate students to learn how to identify; different organisms; Enable students to appreciate the nature and learn the importance of protecting ; the natural environment;	96				$6,354.10		E1 Questionnaire E2 School Meeting and Discussion		Fully achieved
54	中文朗誦訓練及比賽	Whole Year	聲入心通，體會朗誦的樂趣及建立自信。	30				$20,260.00		E1 Questionnaire E2 School Meeting and Discussion E5 Observation		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
55	參觀香港故宮博物館	2026-04	教師帶領學生透過本地參觀培養學生愛國主義	121				$3,800.00		E2 School Meeting and Discussion		Fully achieved
56	English Days	Whole Year	To provide students with opportunities to take part in English activities	600				$995.50		E1 Questionnaire		Fully achieved
57	Speech festival training	Whole Year	To train elites for external speech festival competitions	50				$11,000.00		E5 Observation		Fully achieved
58	地理科野外考察活動	Whole Year	配合課程要求，讓學生掌握有關野外考察技巧。	30				$1,987.00		E2 School Meeting and Discussion		Fully achieved
59	雲計算課程（第二階段）	2025-11, 2025-12, 2026-01, 2026-02, 2026-03	提供學生體驗雲計算學習機會	15				$53,550.00		E1 Questionnaire		Fully achieved
60	線上代幣經濟學實踐及區塊鏈增潤課程	2025-11, 2025-12	提供學生體驗區塊鏈學習機會	12				$6,751.00		E1 Questionnaire		Fully achieved
61	S.2 CSI Workshop	Whole Year	Enable students to gain hands-on experience with laboratory techniques and equipment used in biotechnology. Allow students learn about cutting-edge biotechnological advancements and their real-world applications. Promote students critical thinking and problem-solving in experimental design and data analysis. introduce students to various career paths within biotechnology, helping them make informed decisions about their futures.	132				$9,500.00		E1 Questionnaire E6 Written report and record		Fully achieved
62	中一社區探訪活動	Whole Year	使學生更了解香港社會的狀況及關心社會，加強他們對弱勢社群的同理心	131				$23,174.20		E1 Questionnaire		Fully achieved
63	中一理財嘉年華	2026-07	中一級舉辦理財嘉年華活動，學生透過參與攤位遊戲學習基本理財概念，引導學生培養健康的理財價值觀。	131				$2,500.00		E2 School Meeting and Discussion		Fully achieved
64	Mathematics Club Activity	Whole Year	help students to cultivate good learning attitude and habits and arousing students' learning interest	100				$291.75		E1 Questionnaire		Fully achieved
65	Nomination fee for external mathematics competitions	Whole Year	arouse students' learning interest	6				$1,510.00		E1 Questionnaire		Fully achieved
66	P6 - S1 mathematics activity	2026-08	help students to cultivate good learning attitude and habits and arousing students' learning interest.	120				$131.20		E1 Questionnaire		Fully achieved

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
67	Singing Contest	2025-11	To enhance student's auditory asethetic awareness.	50				$1,000.00		E1 Questionnaire		Fully achieved
68	人工智能如何在協助音樂創作及改革 音樂工業	Whole Year	讓學生能了解人工智能現當代音樂發展的影響	130				$2,000.00		E1 Questionnaire		Fully achieved
69	Collaboration program with T&L	Whole Year	Learning more on weight control and relevant program	50				$1,600.00		E1 Questionnaire		Fully achieved
70	Physics Olympiad Training Course	Whole Year	To help students prepare for the Physics Olympiad.	13				$756.00		E5 Observation		Fully achieved
71	參觀「中電鐘樓文化館」	Whole Year	All participants can arrive the activity venue on time.	32				$230.00		E2 School Meeting and Discussion		Fully achieved
72	參觀主題樂園	2025-10	提高學生學習旅遊與款待科的認知及興趣	31				$4,774.00		E6 Written report and record		Fully achieved
73	酒店旅遊與款待服務職業工作坊	2026-04	教師帶領學生透過參與工作培訓提高學生學習旅遊與款待科的認知及興趣	30				$4,790.00		E6 Written report and record		Fully achieved
74	Gallery Visits	Whole Year	1. To foster positive education; 2. Life-wide Learning	21				$1,200.00		E2 School Meeting and Discussion		Fully achieved
75	Procreate Illustration Workshop	Whole Year	1. Elite Training; 2. Positive education	12				$2,400.00		E5 Observation		Fully achieved
76	Art Student Training	Whole Year	1. Elite Training; 2. Positive education	24				$3,000.00		E5 Observation		Fully achieved
77	中一級旅行	2025-11	中一同學參加訓練日營，讓他們學習與人相處及團隊合作以完成不同的任務。	132				$24,516.30		E1 Questionnaire E2 School Meeting and Discussion		Fully achieved
78	中二級訓練營	2025-11	同學大多能投入活動，能透過團隊形式的城市探索活動培養解難、與人合作和溝通表達的能力，活動亦能增加同學對香港中西區歷史、文化和地理位置的認識。	132				$28,125.00		E1 Questionnaire E2 School Meeting and Discussion		Fully achieved
79	感恩活動	Whole Year	加強活動效能	121				$403.20		E1 Questionnaire		Fully achieved
80	韓國跳繩邀請賽	Whole Year	活動能提升同學的跳繩技巧, 並與全球選手比賽, 拓闊學生視野	743				$11,134.00		E5 Observation		Fully achieved
(Please insert rows above if the space provided is insufficient.)												
							Total actual expenses of item 1.1	$1,085,612.25				

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)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.2	**Non-local Activities**											
1	無錫姊妹學校交流團	2026-03	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	30	3	1		$19,017.12	無錫市東林中學	E4 Interview		Fully achieved
2	杭州姊妹學校交流團	2026-05	了解可合作發展方向	0		4		$24,200.00	杭州丁蘭實驗中學	E2 School Meeting and Discussion		Fully achieved
3	England study tour	2026-02	To increase students' exposure to English language and culture	30	3			$33,000.00		E3 Professional Sharing in School		Fully achieved
(Please insert rows above if the space provided is insufficient.)												
							Total actual expenses of item 1.2	**$76,217.12**				
							Total actual expenses (sum of items 1.1 and 1.2)	**$1,161,829.37**				

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?)*
Evalua-tion & Reflec-tion	Students consistently demonstrated a commendable level of engagement and enthusiasm for hands-on, experiential learning, reflecting a pronounced need for advanced STEM experimentation and aesthetic cultivation. Evaluation metrics indicate a strategic opportunity to further cultivate students' collaborative capacity, resilience, and leadership potential through structured outdoor learning and team-building camps. To sustain this development, students require enriched authentic learning experiences that effectively bridge theoretical classroom knowledge with community services and professional career exploration.	The primary objective is to strategically deploy the grant to design impactful learning experiences that comprehensively actualize the EDB's Seven Learning Goals, with a particular emphasis on broadening students' breadth of knowledge and fostering sustainable reading habits. Through the deliberate integration of life-wide learning activities with the formal curriculum, the school aims to reinforce national identity, cultivate positive values, and promote healthy lifestyles across all key stages. The school remains fully committed to achieving equitable inclusion, aiming at more than 90% participation in these goal-aligned programs by providing robust financial subsidies to students with financial needs.	The utilization of the grant yielded exceptional success, resulting in highly effective programs that substantially enhanced student self-efficacy, peer relationships, and academic motivation. Optimal resource allocation and seamless cross-departmental coordination ensured the smooth administrative execution of all activities and generated exemplary stakeholder satisfaction rates. Moving forward, the school will consolidate these achievements by strategically distributing activities across the full academic year to sustain student engagement and implementing digital portfolios to systematically document long-term qualitative growth.

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**	The activities mainly involve student exchanges and competitions.
2	**Time arrangement of the activity**	The exchange tours are usually held during the Easter holidays to avoid disrupting the schedules of our school and sister schools.
3	**Organisation and arrangements of the activity**	The exchange tours also include visits to historical sites in China. These visits can greatly enhance students' understanding of China and their sense of belonging to the country.
4	**Others (Please specify)**	N/A

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

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	$0.00
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	$752.00

* 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:	Fok Pik Shan	Position:	Vice-Principal
Name of Teacher Responsible for the Sister School Scheme:	Wong Yin Ping	Position:	Teacher

中華基督教會蒙民偉書院
姊妹學校交流報告書（2025-2026 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

內地姊妹學校名稱(3): 杭州市丁蘭實驗中學

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.	廣州市南沙魚窩頭中學教師發展日	教師：讓全體老師認識姊妹學校，了解可合作發展方向	活動於 2025 年 9 月 26 日舉行。所有老師均有出席。	活動使兩地老師互相認識、了解可合作發展方向。
2.	與廣州市南沙魚窩頭中學師生合作參與中華經典美文誦讀比賽	學生：透過線上及線下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 10 月 31 日至 11 月 1 日舉行。13 名本校學生與魚窩頭中學學生到廣州電視台錄影比賽。此外，本校學生亦有參觀附近景點，加深對國家發展的認識。	相關措施會於下學年繼續執行。
3.	無錫市東林中學姊妹學校交流團	學生：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	活動於 2026 年 3 月 26 至 29 日舉行。學生與與姊妹學校交流，並參觀無錫及上海的景點，了解國家發展。	相關措施會於下學年繼續執行。
4.	學校管理層拜訪杭州丁蘭實驗中學	教師：認識姊妹學校，了解可合作發展方向	活動於 2026 年 5 月 24 至 26 日舉行。此行讓學校管理層了解可合作發展方向。	下學年將會舉辦交流團。

沒有於交流計劃書列出，但舉行以下交流項目：

5.	校監及校長參加杭州考察團	專業交流	---	成為浙港澳中小學數字教育聯盟會員學校，主辦機構：浙江省教育國際交流協會、香港教育評議會及澳門中華教育會

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.	廣州市南沙魚窩頭中學教師發展日	到訪內地姊妹學校的團費	$5819.15	
2.	與廣州市南沙魚窩頭中學師生合作參與中華經典美文誦讀比賽	參與比賽的團費	$33216.00	
3.	無錫市東林中學姊妹學校交流團	到訪內地姊妹學校的團費	$118970.88	
4.	學校管理層拜訪杭州丁蘭實驗中學	到訪內地姊妹學校的團費	-----	
5.	校監及校長參加杭州考察團	考察團費用	$4730.00	
		總計	$162736.03	
		津貼年度結餘	$0	

Report on Expanded Operating Expenses Block Grant 2025/26

	Evaluation of the use and effectiveness of the EOEBG
School operation and management	The school deployed approximately 67.37% of its EOEBG expenditure to school operation and management. The funding was used to maintain a safe, hygienic, healthy and conducive school environment, including the provision, maintenance and improvement of necessary facilities and equipment. Relevant expenditure covered lift maintenance, air-conditioning, cleaning, repair and renovation works, as well as essential operating expenses such as stationery, postage, utilities, telecommunications and transportation. The EOEBG was also deployed to meet the school's administrative and operational needs through the provision of administrative manpower, school-based management support and related services. Such deployment enhanced administrative efficiency, supported the implementation of education initiatives and relieved teachers of part of their non-teaching and administrative duties. This enabled teachers and school leaders to devote greater professional capacity to curriculum implementation, learning and teaching, student guidance and students' whole-person development. The relatively higher percentage of EOEBG expenditure under this heading reflects the nature of the grant and the school's operational needs. EOEBG provides the school with flexible funding to meet essential recurrent expenditure relating to premises, facilities, daily operation, administration and staff support. These items are fundamental to the stable operation of the school and are necessary preconditions for the effective delivery of learning-and-teaching and student-support services. The school considers school operation and management, learning and teaching, and student support to be closely interconnected. Investment in school operation and management benefits students directly and indirectly: a safe and well-maintained learning environment, reliable facilities, efficient administrative arrangements and appropriate staff support enable the school to provide quality education and more effective care for students. The ultimate purpose of the school's deployment of EOEBG is to support students' learning, well-being and whole-person development.
Learning and teaching	The school deployed approximately 26.63% of its EOEBG expenditure to learning and teaching. The funding was used to procure teaching aids, books, learning resources and printing services to support curriculum implementation and provide students with diversified and appropriate learning materials. Resources were also used to support information technology and digital education through relevant infrastructure, learning resources and technical support. The proportion of EOEBG expenditure under learning and teaching should be considered in the context of the school's overall resource deployment. In addition to EOEBG, the Education Bureau provides other specific grants and designated funding for particular learning-and-teaching purposes. Subject to eligibility and the requirements of individual grants, these resources can support curriculum development, digital education, reading promotion, life-

	wide learning, language learning, gifted education, applied learning, Mainland exchange activities, national education and other school-based learning initiatives. Accordingly, the figure of 26.63% represents the proportion of EOEBG expenditure classified under learning and teaching; it does not represent the school's total investment in learning and teaching. Specific grants outside EOEBG are deployed for their designated purposes, while EOEBG provides flexible supplementary support to address school-based needs, sustain curriculum implementation and respond to emerging priorities. The combined use of EOEBG and relevant specific grants has strengthened the school's capacity to provide diversified learning experiences and enhance learning-and-teaching effectiveness.
Student support	The school deployed approximately 6.00% of its EOEBG expenditure to student support. The funding supported student-related services and activities, including first-aid provision, registration and venue fees, activity materials, expert services, learning resources and school-based experiential programmes. These activities contributed to the cultivation of positive values, resilience, healthy lifestyles and students' whole-person development. The percentage under this heading should likewise be interpreted in the context of the school's total provision for student support. Student support is a major school priority and is not confined to expenditure charged to EOEBG. The Education Bureau provides other specific grants, subsidies and earmarked resources outside EOEBG for targeted student-support services. Depending on the purposes and conditions of the respective grants, these may support school social work, guidance and discipline, support for students with special educational needs, learning and adaptation support for students' learning, life planning education, career guidance, mental-health promotion, parent education, home-school co-operation and other student-development initiatives. The figure of 6.00% therefore reflects the proportion of EOEBG expenditure directly classified under student support, rather than the overall level of resources devoted to students' developmental, social, emotional and learning needs. The school strategically deploys relevant specific grants for designated services and uses EOEBG flexibly to complement those services, support school-based activities and respond to students' emerging needs. This integrated approach strengthens the school's Whole School Approach to student support.
Overall evaluation	The school has deployed EOEBG strategically, flexibly and prudently across the interconnected areas of school operation and management, learning and teaching, and student support. The respective proportions of 67.37%, 26.63% and 6.00% should be read alongside the school's use of other EDB-specific grants and designated funding. Through the coordinated use of EOEBG and relevant specific grants, the school has made proper use of government resources to sustain effective school operation, enhance learning and teaching, and provide comprehensive support for students. The ultimate objective is to promote students' learning, well-being and whole-person development

C.C.C. Mong Man Wai College

Financial Summary (2025 / 2026 school year)

A summary of the Income and expenditure for 2025/26 School Year is shown in the table below (UNAUDITED):

	Income for the year $	Expenditure for the year $	Surplus / (Deficit) $	Balance c/f $
1. Expanded Operating Expenses Block Grant (EOEBG)				
(A) School Non-Specific Grant				
Baseline Reference Provision	1,872,847.97	2,419,134.40	(546,286.43)	(546,286.43)
	1,872,847.97	2,419,134.40	(546,286.43)	(546,286.43)*
(B) School Specific Grant				
Administration Grant / Revised Administration Grant	3,676,704.00	3,283,828.98	392,875.02	392,875.02
Capacity Enhancement Grant	609,250.00	627,884.9	(18,634.90)	(18,634.90)
Composite Information Technology Grant	468,347.00	827,392.97	(359,045.97)	(359,045.97)
Others	673,055.00	964,594.26	(291,539.26)	(291,539.26)
Sub-Total	5,427,356.00	5,703,701.11	(276,345.11)	(276,345.11)*
2. School Fund	4,169,479.39	4,268,962.09	(99,482.70)	(99,482.70)*

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

C.C.C. Mong Man Wai College

Policies, Resources and Support Measures of Implementing Whole School Approach to Integrated Education

(2025 / 2026 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 $427,888 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), Special Educational Needs Support Teacher (SENST), 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)), SENST, 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; • Assign work to SENST to undertake relevant teaching tasks and assist SENCO in performing duties related to IE (such as differentiated instruction and provide Chinese writing sessions to students with ASD and academic needs to to improve their writing and thinking skills to cope with learning requirements); and arrange SENST to teach S.2, S.3 and S.4 Chinese through mixed-class re-grouping arrangement. • 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 English writing sessions to students with academic needs to 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 ASD, 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.