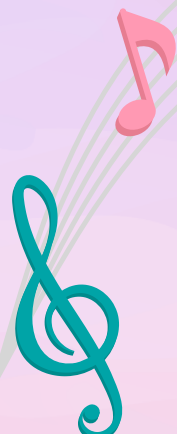




# Staying Active Staying Healthy



Holy Family Canossian College  
Annual School Report 2024-2025

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## **I. Our Vision-Mission**

We are committed to realizing students' potential by providing an all-round education in a dynamic learning and teaching environment that enhances Christian values of love and unity, and grooming them into motivated, caring individuals with a strong sense of social responsibility and national identity through lifelong learning.

### 我們的願景與使命

我們致力發掘學生的潛能，提供一個充滿活力的學與教環境，推動全人教育，好讓學生效法基督關愛共融的精神，追求善德。我們勉力啟迪她們積極上進，終身學習；並以樂於服務的熱忱關心社群，貢獻國家。

## II. Our School

### Introduction to the School

Holy Family Canossian College is a government aided English secondary school for girls founded by the Sisters of the Canossian Daughters of Charity. The school was completed in October 1972 and the official opening was held on 21 December 1973. The school first came into existence with 400 students and 13 teaching staff. Under the guidance and concerted efforts of Canossian Sisters and teachers, it steadily grew and expanded in all aspects. The School consisted of S1 to S6 classes, with 644 students and 79 teachers and staff.

Following the Canossian philosophy of education, our teachers are dedicated in their commitment to offering an all-round development to our students. Emphasis is on grooming students' potential to become caring and self-directed learning individuals. The school motto: United in Love draws its inspiration from the Holy Family of Jesus, Mary and Joseph. Teachers and students together strive to shine forth the spirit of Peace, Joy, Harmony and Praise, living in communion of hearts for ongoing formation and growth.

### School Premises and Facilities

The school occupies an area of about 4338 square metres with 31 well-equipped air-conditioned classrooms. There are 4 laboratories and various special rooms catering for the diverse needs of the school curriculum. The School Improvement Programme was completed in 2006, with a new block erected to provide more space and facilities for learning and teaching. In preparation for the Senior Secondary Education, the English Language Centre, the Chinese Language Centre, the Library, the Personal, Social and Humanities Education (PSHE) Resource Centre and the Lecture Theatre are well-equipped with up-to-date resources to encourage self-directed and self-access learning activities to take place. In the promotion of STEAM education, a STEAM Room and an IT Innovation Lab have been set up to provide students with dynamic learning approaches to unleash their creative potential in STEAM projects.

### School Management

School-based management started in 1995. The **Incorporated Management Committee (IMC)** was established in 2013 and was composed of fourteen members.

### Composition of the Incorporated Management Committee (IMC)

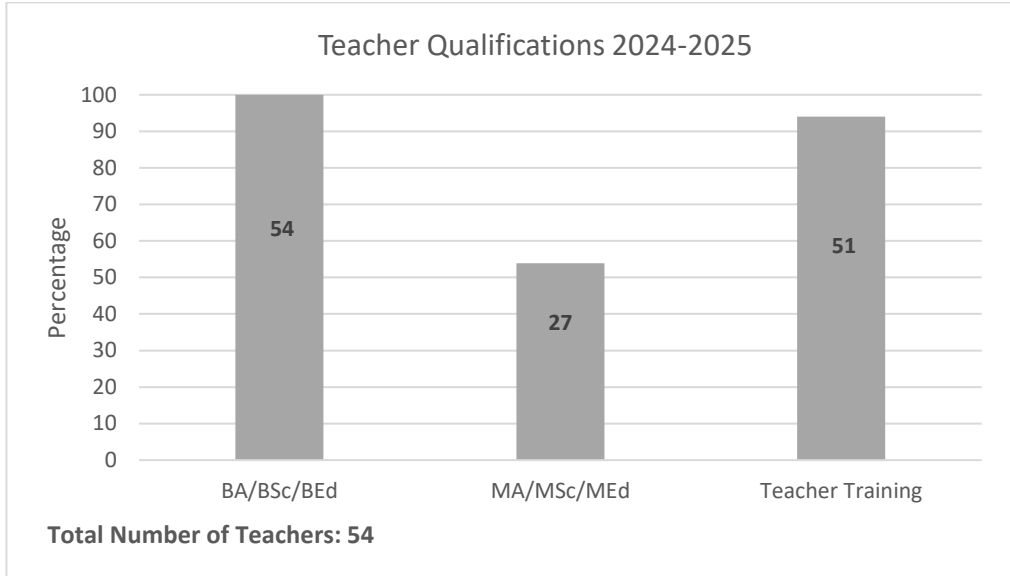
Member Year	Sponsoring Body	Principal	Parents	Teachers	Alumna	Independent
2024-2025	7	1	2	2	1	1



### Our Teachers

The number of teachers under the staff establishment & on a contract basis for the 2024-2025 school year is 54.

### Teacher Qualifications 2024-2025

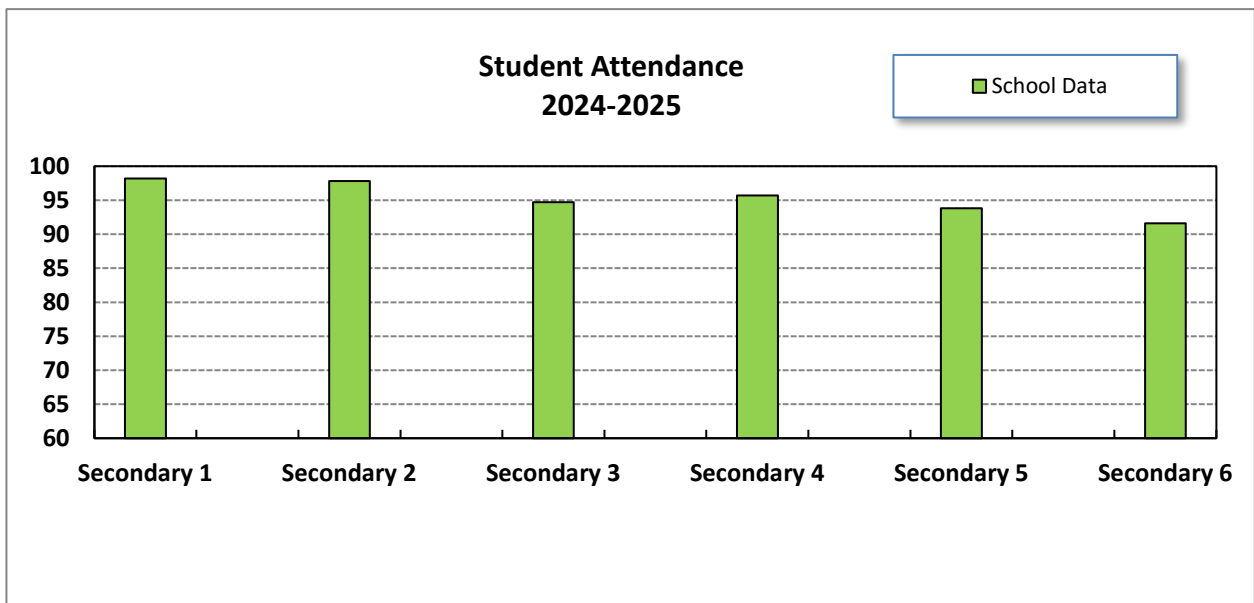


## III. Our Students

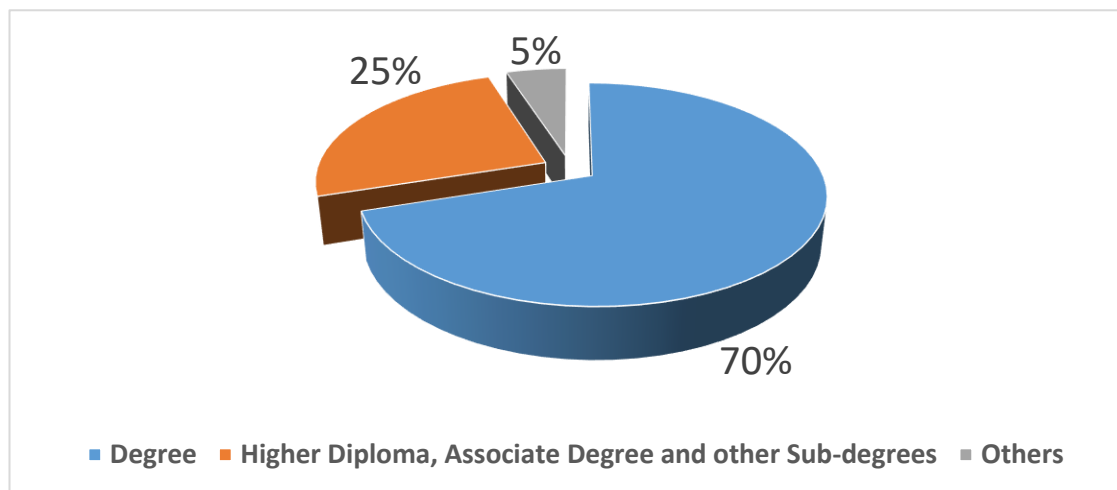
### Class Organisation (EDB’s headcount as at 15 September 2024)

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24
Enrolment	136	128	98	103	90	89	644

### Student Attendance



## S6 Graduates' Movement – by Study Programme (2024-2025)



### Support for Student Development

- Inspired by the spirit of our Foundress, various departments and teams worked on an organized framework, which emphasised the cultivation of Christian and Canossian values of love, truth, justice, family, life and humility as well as the development of important life skills. Under the Pastoral Care Board, the collaboration of the Religious Formation Team, Guidance Team, Discipline Team, Careers Guidance Team together with Careers and Life Planning (CLP) Division, Moral and National Education Team, Student Affairs Team, Special Educational Needs Coordinator (SENCO), School Social Workers and Prefect of Studies was strengthened to review effectively students' academic progress and well-being. Early identification and intervention strategies equip students with more skills and confidence in overcoming life challenges. Regular meetings with teachers were held on Tuesdays after school to discuss students' matters. Clearly-defined procedures were formulated to give guidance and support to all teachers in addressing the diversified needs of students.
- In response to students' characters, attitudes, emotions and behaviours, specific workshops and seminars were conducted to enhance their well-being. For instance, the Guidance Team
  - The Athlete Talk was held in January 2025. Ms YU Chui Yee Alison, the Paralympic Gold medallist (a wheelchair fencer), was invited to share her personal experiences of perseverance with S1 and S2 students.
  - The Guidance Week, focusing on confronting & dealing with failure, was held in February 2025. An exhibition by Dustykid all over the school campus, archery tag in the playground and failure experiences shared by students and teachers were arranged during the week.
  - A gatekeeper training workshop was provided for Guidance Leaders to enhance their knowledge about mental health and strengthen peer support.
  - Guidance Leaders and Guidance Helpers visited the homes of the elderly who are living alone in February 2025. They helped polish and paint the metal gate for the elderly and showed care and concern for them.
  - Interactive Personal Growth Workshops were organized for all S1 to S6 students, which aimed at enriching the life skills of students and assisting them to cope with adversity and different life challenges. The Guidance Team coordinated and invited organizations such as the Positive

Education Laboratory of City University of Hong Kong, the Department of Health and KELLY Support Group to launch the workshops throughout the whole year. A great variety of topics were introduced to students, such as character strengths, financial management, goal-setting, social-emotional learning, growth mindset, and so on.

- To promote a supportive school culture, the “United in Love Booth” was set up outside each classroom during Parents’ Day. The initiative was to appreciate students via character strengths from different perspectives.
- The “Cheer You Up Programme” was held for students to show their support and encouragement through writing messages to S6 students who faced the HKDSE exam.
- On behalf of the Pastoral Care Board, the Canossian Values Education and the twelve values implemented by the EDB have been incorporated into the vertical curriculum of different subjects and other learning experiences. Twelve of the values promoted by EDB (Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Empathy, Law-abidingness, Diligence, Unity and Filial Piety) were promoted through videos in Class Teachers’ Period or sharing sessions in the morning assembly. The Values Education Day was held on 15 May 2025. It included activities like sports games and an outing, which incorporated positive values like “perseverance” and “respect”.
- For the school-based values education programmes, different themes were set for S1 to S6 students.
  - For S1, the “Mysteries behind Planting” programme promoted values like perseverance, respect for others, responsibility, commitment, and diligence. All S1 students took part in the programme in which they also needed to monitor the growth of the plant with a micro:bit. Each of them had to present their findings / evaluation in May 2025.
  - For S2, the “Self-love and Sharing of Love” programme incorporated values like care for others, integrity, perseverance, respect for others, responsibility, commitment and empathy. Each class shared a song with positive messages with the schoolmates during the morning assembly.
  - For S3, the “Playing with Stress” programme promoted values like perseverance, respect for others, responsibility, commitment and law-abidingness. S3 students had to lead some games during their PE lessons.
  - For S4, the “Charity in Action” programme promoted values like care for others, perseverance, respect for others, responsibility, commitment, empathy, and diligence. All S4 students took part in voluntary services outside school. They visited childcare centres / elderly centres.
  - For S5, the “Opportunities in Life” programme promoted values like integrity, perseverance, respect for others, responsibility, commitment, and diligence. All S5 students conducted company visits outside school on the Life-wide Learning Day in March 2025.
  - For S6, the “United in Love” programme promoted values like care for others, respect for others, commitment and empathy. S6 students prepared gifts to whom they wished to express gratitude and appreciation.

With the collective efforts of all school members to promote positive values, our school was blessed to receive the Big Honour Award in the High-five Student Engagement Award Scheme 2024 co-organised by The Baptist Oi Kwan Social Service, the EDB and The Education University of Hong Kong.

## IV. Our Learning and Teaching

### Key Areas

In the school year 2024-2025, the school was committed to fostering a dynamic and healthy environment, embracing new opportunities and tackling daily challenges. The school aimed to provide enrichment activities, empowering our students to pursue diverse paths of growth and development. The theme for this academic year was “Staying Active Staying Healthy”. As students were encouraged to be physically and mentally active, they were encouraged to reflect on the importance of regular exercise and health. For example,

- for the English Department,
  - S1 students wrote an acrostic poem on sports. They also wrote a letter of advice to a friend on what sports he/she should take up.
  - S2 students completed two news assignments on football and fruit consumption. In addition, they wrote a letter of complaint to a gym regarding the health risks it would pose to customers.
  - S3 students completed a news assignment on staying healthy.
  - S4 students completed a News Fluency Writing on body dysmorphia.
  - S5 students wrote a blog entry on fitness and completed a News Fluency Writing on body dysmorphia. Furthermore, they read about the difficulties faced by Olympic athletes in the Second Test.
  - S6 students completed a News Fluency Writing on body dysmorphia. Moreover, they completed a composition on dog therapy for wellness.
- for the Chinese Department,
  - teachers and students discussed the ideas within the texts, and students shared the health messages conveyed. Through literary works, students understood the path to holistic well-being (mind, body and spirit), with the aims as follows:
    - ✓ Be content with a simple life and find joy in the pursuit of noble aspirations.
    - ✓ Cultivate good habits from an early age.
    - ✓ Find happiness in daily life and derive joy from observing subtle things.
    - ✓ Connect with nature, release stress, and do not be consumed by worries.
    - ✓ Let go of attachments and prejudices, pursuing a life of ease, freedom, and contentment.
    - ✓ Base actions on benevolence and live a life of a clear conscience.
    - ✓ Learn with perseverance and focus, as well as never giving up throughout life.
  - junior-level students were guided to write essays on the themes of “Healthy Living” and “Proper Use of the Internet”. The core messages of these essays would then be put into practice in daily life. Through essay writing, students expressed their understanding and aspirations for a healthy lifestyle, thereby initiating a happy and positive way of life and living a fulfilling life.
  - “Chinese Traditional Culture Four-Panel Comic Creation Competition”, centred on Chinese traditional culture, was organised. The competition encouraged students to create simple and interesting four-panel comics to promote traditional Chinese virtues. The aims were to cultivate students’ self-discipline and conduct, establish correct values and good character, and achieve balanced and holistic development.
- for Mathematics, a campus treasure hunt was co-organised by the Math Olympiad Team and the STEAM Team to challenge students’ puzzle-solving skills. This activity encouraged students to solve Math problems while feeling the excitement of exploring the campus.
- in the Science KLA,

- for the Biology Department, S3 students conducted the “Food Label Analysis” in the first term and engaged in the “Poster Design Competition” in introducing nutritional disorders in April 2025. These two activities served to arouse S3 students’ awareness towards the nutritional values of food substances and hence make smart choices on purchasing food products.
- for the Chemistry Department, the concepts of “cis- and trans-” fats, cholesterol, saturated fats and unsaturated fats were introduced in related topics. The release of endorphins during exercise was also mentioned in class.
- for the Integrated Science Department, the biological importance of drinking clean water and scientific principles in water treatment were covered in the related chapter.
- for the Physics Department, S4 students were brought to Room F801 for an activity to do some stretching while understanding “moment and balance” under the topic of “Force and Motion”.
- in the PSHE KLA,
  - for the Chinese History Department regarding the S1 curriculum on Tang Dynasty sports culture, worksheets were designed to help students understand the relationship between exercises and healthy living by learning about the exercise habits and preferences of ancient people.
  - for the History Department, S4 students had a historical tour to Kowloon Walled City Park (九龍寨城公園) in November 2024. Besides, S5 students visited the museum of Mei Ho House (美荷樓) in March 2025. In line with the yearly theme, both forms of students learned outside the classroom and broadened their horizons about the history of Kowloon City and the old housing estates of Hong Kong in the 1960s.
  - for the Geography Department, S4 and S5 Geography students took part in a field trip organized by Ho Koon Nature Education cum Astronomical Centre on Coast Study in April 2025, allowing students to stay active and prepare them to answer the fieldwork-based questions in DSE at the same time.
  - for the Citizenship, Economics and Society (CES) / Life and Society (L&S) Departments, students’ awareness of staying healthy was heightened through different class activities such as role plays and class discussions.
  - for the Economics Department, S4 and S5 students were tasked with analysing the economic benefits of exercises to individuals and society through project work. Their findings were presented systematically in the form of academic reports or posters.
  - some interesting activities were held in the PSHE Learning Community Centre. For instance, a film about the Opium War was shown, and it helped students understand the severe mental and physical damage caused by drugs, encouraging them to develop regular exercise habits and build a positive outlook on life. In addition, PSHE Learning Community Prefects selected videos showcasing Hong Kong hiking trails. During lunch time, these Prefects played videos and introduced the trails at the PSHE Learning Community Centre. This initiative aimed to promote exercise and healthy living, hoping that students could develop a regular habit of a healthy lifestyle.
- in the Technology KLA, the Physical Education (PE), Information and Communication Technology (ICT), and Home Economics (HE) Departments collaborated to teach S1 students about Body Mass Index (BMI), aiming to provide a comprehensive understanding of how nutrition and exercise influence overall health. This joint effort allowed for a multifaceted approach to BMI education, where students engaged in nutrition lessons from the HE Department on healthy eating and its impact on BMI, participated in physical activity workshops led by the PE Department on the role of exercise, and developed a BMI calculator app in ICT, learning to program and apply technology to track and analyse their fitness data.

- for the Music Department, a Singing Bowl Yoga Sound Healing Workshop was organized for each S4 class during the MOLE lesson in January 2025. The duration of the workshop was 45 minutes for each class, and it could facilitate deep relaxation, reduce stress, anger, and anxiety, and improve mood. Students were oriented to the exciting journey into STEAM Education, aligned with the yearly theme “Staying Active Staying Healthy”. In the 2024-2025 school year, the school explored how STEAM empowered an active and healthy lifestyle and ensured well-being for all. Through hands-on projects and creative problem-solving, students were able to innovate, create and thrive.
- UNA AI Maker x Microsoft AI-900 Course was open for all students to participate. Students learned about the concepts and applications of AI through programming. This course could enhance programming skills, apply programming to the design of AI tools, and foster creativity in using AI to address real-life problems.
- S1 STEAM Project x Life Education – Mysteries behind Planting was introduced to all S1 students to learn about the essential conditions for plant growth in IS lessons and the use of micro:bit and a temperature sensor to monitor the temperature of the environment continuously. In the process of planting, students developed perseverance and showed gratitude to life and food. This project outlined and explained the necessary conditions for planting, as well as providing an understanding of the working principles and functions of a greenhouse. At an advanced level, it covered the use of a micro:bit, including setting up a pot for planting and using the micro:bit to monitor plant growth conditions. The project aimed to develop an interest in STEAM, cultivate an appreciation for others’ works, and encourage honest self-evaluation and improvements.
- S2 STEAM Project x Project-based Learning (PBL) – PSHE Education was introduced to all S2 students to learn about the basic skills in research and designed focus questions for the theme of “Historic Buildings”. With appropriate research methods such as surveys, students conducted a research project and presented their findings with their integrated cross-curricular knowledge and skills. This project engaged students in cross-curricular learning, demonstrating how knowledge from different subjects could be applied in a single research context. Students had the opportunity to try various ICT skills, including the use of online collaborative editors and augmented / virtual reality (AR/VR) software. The project aimed to promote information literacy by teaching students to skilfully locate, evaluate, extract, organize, and present information while using it ethically and responsibly. Besides, it helped develop essential 21st-century skills, such as creativity, problem-solving, collaboration, communication, independent learning and computational thinking.
- S3 STEAM Project x Scientific Investigation – Hovercraft was introduced to all S3 students, who then gained a better understanding of how commercial hovercrafts could hover in the air and move smoothly on land and even on the sea. A balloon hovercraft was used to teach students about friction, action & reaction force. Students also investigated how the volume of air inside the balloon related to how far the balloon travelled. After learning the basic principles, students applied them in designing a remotely-controlled hovercraft programmed by micro:bits. They combined the hovering system, the thrusting system and the turning system to create a streamlined hovercraft whose speed could be controlled by micro:bits. After numerous practice sessions and fine-tuning, students’ hovercrafts were put in a heated racing competition. The competition was held under the theme of

“The Voyages of Zheng He”, highlighting the advancements in sea navigation and the spread of ancient Chinese civilization compared with other countries in the Ming Dynasty, as well as contrasting the technological advancements in seamanship from ancient ships to hovercrafts. This project could help students understand the basic principles of hovercraft propulsion and the significance of their shapes. It also introduced the functions of micro:bits and utilised broken-line graphs to conduct investigations on hovercrafts. Students learned to use micro:bit and programming to control hovercraft movement and had the opportunity to design and decorate their own hovercrafts. By integrating STEAM knowledge, they aimed to design the fastest-moving hovercraft while developing problem-solving and communication skills. Furthermore, the project fostered various values, including the national identity, and encouraged students to self-evaluate honestly and strive for continuous improvement.

- STEAM Team & Chinese Department – Chinese Descriptive writing with VR was introduced to S3 students. They first learned about VR video-shooting and AR editing, then experienced a video of a location using VR goggles and wrote a descriptive article about the location in Chinese, incorporating words and techniques taught in their Chinese lessons. This activity could develop students’ knowledge of VR and its applications, as well as improving their Chinese writing skills.
- The opening of the STEAM Room allowed students to visit during the second half of lunch to enjoy various STEAM activities guided by STEAM Prefects. In the STEAM Room, the activity highlights include laser cutting customized coaster workshop, 3D pen drawing workshop and the “Bouncy Frog” woodcraft workshop. These workshops combined all disciplines across STEAM and helped students create products that they could bring home. Students could understand and experience the use of ChatGPT alongside Alpha Mini robots, promoting logical thinking and problem-solving skills through logic puzzles and board games. Additionally, they could enhance their understanding of the principles and applications of laser cutting and 3D printing technologies.
- The opening of IT Innovation Lab allowed students to visit during the second half of lunch to enjoy various aerospace and environmental conservation-related activities guided by STEAM Prefects. The activity highlights included hologram DIY workshops, slime DIY workshops and VR game experiences. These experiences stretched students’ creativity and cultivated their interests in technology and innovation through hands-on tasks. Students could learn about the history and latest developments in China's aerospace industry, as well as appreciate the efforts made in safeguarding space, biosecurity, deep-sea, ecological, and resource security. They could also promote logical thinking and problem-solving skills through logic puzzles and board games.
- STEAM Day was held for students of different forms to participate in STEAM activities with various themes from lunchtime to the end of the Activity Period. In collaboration with the Maths Olympiad Team, a campus treasure hunt was conducted during lunchtime, with interesting puzzles scattered all around the campus. Students needed to find them and solve the puzzles in the shortest time.
  - For S1, students showcased the “fruit” of their S1 STEAM Project under the “One Person One Plant” scheme and presented their findings and reflections on the half-year-long planting journey. Not only did students learned more about the conditions to keep a plant healthy, but they also learned how to gather scientific data to show plant growth and develop values such as gratitude and perseverance through this project.
  - For S2, the PBL in PSHE Education under the STEAM Project enabled students to develop

collaboration, critical thinking, and problem-solving skills under the theme of “Historic Sites in Hong Kong”. Combining with VR technology, students took panoramic photos of historic buildings and places in Hong Kong, built 3D models of them, and created a virtual reality (VR) museum to showcase their work. This innovative approach not only deepened their understanding of history but also enabled them to gain a better understanding of Hong Kong's history while collecting resources at historic sites. It also developed students’ valuable technical skills in 3D modelling and VR technology, resulting in a dynamic and engaging educational experience.

- For S3, as the last part of the Hovercraft Investigation, students put their beautifully designed hovercrafts to the test for speed. The workshop on STEAM Day began with a “Best Design Contest” in which students voted for their “hovercraft of the eye”. Then, the hovercrafts were put into a tournament under the theme of “The Voyages of Zheng He”. Students’ hovercrafts competed in a series of sixteen thrilling matches against each other. During the battles, not only did students concentrate on controlling their hovercrafts, but they could also appreciate the advanced sea navigation techniques back in ancient China, as shown on the racing mat showcasing the expedition map of “The Voyages of Zheng He” in the Ming Dynasty.
- For S4, AR Dodgeball Games were organized for students to have fun and experience dodgeball matches in AR while doing exercise. With the current technology of AR goggles, the goggles are already able to communicate with each other with very short delays. Therefore, sports games could be carried out in AR too. Students could experience the adrenaline rush of playing dodgeball while developing more understanding of the interesting applications of AR technology.
- For S5, a series of aircraft-related activities was organized to strengthen students’ understanding of the space-travel technology of China. The workshop included a 1:1 aircraft-flying simulation, paper plane design competition, and a learning experience of C919 (aircraft manufactured in China) through the inspiration of a “bamboo dragonfly”. With these experiences, students developed more interest and knowledge about the advanced technology development in aircraft in China.



## Curriculum

The curriculum is summarized as follows:

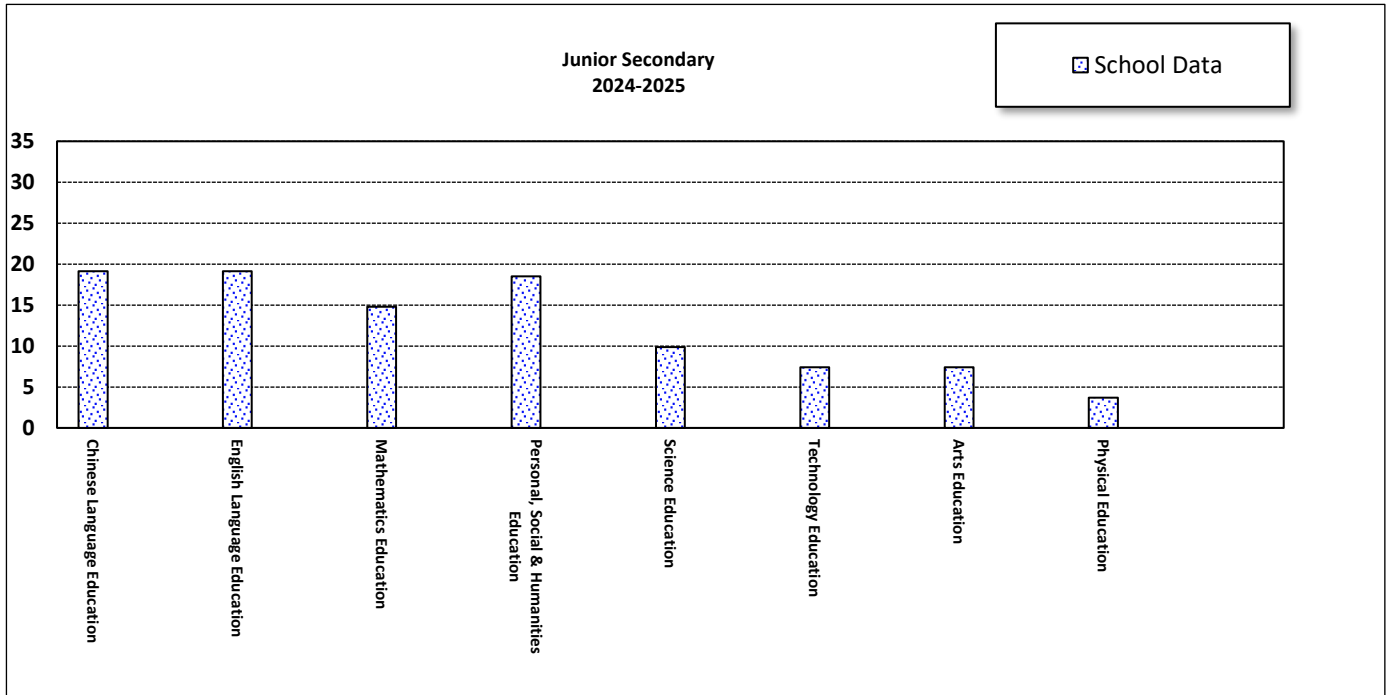
Level \ Subject	S1	S2	S3	S4	S5	S6
Religious Education	*	*	*	*	*	*
Chinese Language	*	*	*	*	*	*
English Language	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*
Citizenship and Social Development				*	*	*
Reading / Literature in English			*	*	*	*
Information & Communication Technology	*	*	*	*	*	*
Chinese History	*	*	*	*	*	*
History	*	*	*	*	*	*
Geography	*	*	*	*	*	*
Putonghua	*	*				
Integrated Science	*	*				
Physics			*	*	*	*
Chemistry			*	*	*	*
Biology			*	*	*	*
Chinese Literature				*	*	*
Economics				*	*	*
Business, Accounting and Financial Studies				*	*	*
Ethics & Religious Studies				*	*	*
Physical Education	*	*	*	*	*	*
Visual Arts	*	*	*	*	*	*
Music	*	*	*	*		
Home Economics / Needlework	*	*	*			
Life and Society		*	*			
Citizenship, Economics and Society	*					
S1 to S3 STEAM Education (Project-based learning) #	*	*	*			
Drama and Language Arts #	*		*			

# School-based Curriculum

## Number of Active School Days

The number of active school days for the 2024-2025 school year is 167.

## Lesson Time (by percentage) for the Eight Key Learning Areas



## V. Major Concerns (Achievements, Reflection, Feedback and Follow-up)

### Priority 1: To promote a healthy lifestyle and develop the habit of regular exercise in promotion of physical health

#### — Staying Active Staying Healthy

##### Achievements

##### Set progressive targets for students to develop the habit of regular exercising to achieve a healthy lifestyle

- School Physical Fitness Award Scheme: The Scheme implemented by the Physical Education (PE) Department effectively promoted awareness of health-related fitness among students and encouraged regular exercise. Students were required to take physical fitness tests, including the 9-minute walk/run, sit-ups, sit-and-reach, and bent-knee push-ups. The scheme provided a structured approach to improving fitness levels. At the beginning of the school year, students learned the standards for each fitness item and set personal goals, which guided their efforts throughout the year. The presentation of certificates for achieving required test results served as a motivating factor, with 20.7% of students receiving the Bronze Award, 32.6% achieving the Silver Award, and 33.5% obtaining the Gold Award. Students reported that they were motivated by the receipt of certificates, which not only recognised their efforts but also encouraged them to maintain an exercise habit during their leisure time.
- Class-based Morning Physical Exercise or Activities: Students participated in the programme after the end of morning class affairs till the end of Reading Time, which was conducted once per term. They were led by Class Teachers to actively engage in various physical activities and sports games designed by their classes, including stretching, mass games, K-pop dance, ball games, yoga, and so on. This initiative was well-received, with students enjoying the opportunity to participate in different types of sports activities. Junior-level students particularly favoured active games in the playground, while senior-level students opted for stretching and yoga sessions in the classroom, valuing the convenience of minimising transition time. Some students reflected that they felt more energised and focused after their exercise sessions. Class Teachers observed that junior-level students were highly engaged and demonstrated a high degree of enthusiasm, while senior students appeared less motivated.
- Lunchtime Sports Programme: To encourage more students to participate in lunch activities, the homerooms of S1 to S5 students were closed during the second half of lunch. The initiative attracted many sports enthusiasts, especially for junior-level students, fostering a sense of community among them. The Sports Ambassadors organised a lunchtime sports programme, featuring badminton, table tennis, rope skipping, and acrobatics, for students in the playground. By offering a variety of sports tools, the lunchtime sports activities catered to students' diverse interests and raised their awareness of the importance of staying active, living a healthy lifestyle, and enhancing well-being. According to the Principal, teachers, and janitors, there was a significant increase in participation in lunchtime sports activities among junior-level students, making the campus lively, dynamic, and vibrant. It was believed that those students had been developing a regular exercise habit. They expressed their enjoyment in lunchtime sports activities as well as inter-class sports competitions, which could help foster a sense of community

and further stimulate their interest in sports.

### **Promote health education including wellness and holistic health to students**

- Values Education Day: To promote health education, the Values Education Day was organised for S1 and S2 students by the Pastoral Care Board and PE Department on campus, while the Pastoral Care Board arranged for S3 and S5 students to visit Noah's Ark Hong Kong in Ma Wan on 15 May 2025.
  - For the S1 and S2 programmes, new sports such as Mōlkky and Spike Ball were particularly popular, promoting inclusivity. Class-based adventurous activities were introduced to students regarding the related values, thereby implicitly developing their soft skills. It was observed that high levels of participation across all activities indicated students' strong interest and enthusiasm. In addition, team-building activities fostered students' trust and cooperation, as well as improving their communication and problem-solving skills. Many participants expressed a desire to continue fitness activities beyond the event, even though they felt tired during the fitness sessions. Core values such as respect and perseverance were effectively woven into the activities, and some students were invited to share those values during the morning assembly after the Values Education Day. According to the evaluation, 100% of S1 and S2 student respondents agreed that the programmes of the Values Education Day helped them understand the two positive values — respect and perseverance, while 80% of the teacher respondents agreed that those positive values were delivered to the students effectively.
  - For the S3 and S5 programme, a visit to Noah's Ark Hong Kong offered students a fruitful learning experience in values, respect and perseverance. Through interactive exhibits and engaging activities, they learned the importance of respect for others and nature by working collaboratively and appreciating diversity. The challenges and teamwork involved in the programmes also taught perseverance and encouraged students to overcome obstacles with resilience and a positive mindset. Class Teachers reflected that the meaningful experience not only enriched their values but also inspired them to apply these lessons in daily life and develop a determined attitude toward future endeavours. According to the evaluation, 100% of S3 and S5 student respondents agreed that the programmes of the Values Education Day helped them understand the two positive values — respect and perseverance, while 80% of the teacher respondents agreed that those positive values were delivered to the students effectively.

Since the Values Education Day was held in May 2025, the KPM and APASO surveys done by students in March 2025 could not reflect their perspectives on the Values Education Day.

- Fruit Days: With the collaboration among the Home Economics Department, Information and Communication Technology (ICT) Department, and Parent-Teacher Association (PTA), two Fruit Days were successfully held on 20 November 2024 and 12 March 2025 during the second half of lunch at the covered playground to foster healthier eating habits. The message of *"Eating fruits every day is part of a healthy lifestyle"* was well delivered during the morning assembly promotion one day in advance of Fruit Day. Various fresh fruits were prepared for

students to get for free. They were joyous and excited to take the fruits and enjoyed them with their friends. Games related to nutrition and fun facts about fruits were prepared alongside. AI and Q&A games were played concurrently while students were enjoying the fruits. By integrating AI object recognition technology, students were able to identify various fruits, and immediate nutritional information was offered to help them understand the benefits of what they consumed. This interactive approach not only made the event enjoyable but also effectively educated students about nutrition in a fun and engaging manner. The events brought the message of the importance of eating fruits every day, which is one of the crucial factors for a healthy lifestyle. Both teachers and students gave positive feedback on this activity, which helped refresh them for the afternoon lessons.

- PTA Outing: To promote parent-child relationships through healthy activities, an outing was held by the PTA on 3 May 2025. The itinerary was designed to provide a mix of educational and recreational experiences, beginning with a visit to the Hong Kong Monetary Authority where families learned about the importance of financial literacy and the role of the monetary system in the economy. Then, the outing concluded with a visit to the Pokfulam Farm where families engaged in hands-on farm activities while enjoying the fresh air and beautiful landscape. All participants agreed that this event could encourage families to participate actively in physical activities together, foster a sense of community, enhance family bonds, and promote a healthier lifestyle.

### **Reflection**

- School Physical Fitness Award Scheme: This positive reinforcement of the Scheme fosters a culture of fitness within the school and helps students understand the importance of a healthy lifestyle.
- Class-based Morning Physical Exercise or Activities: These class-based physical exercise or activities were well received, particularly from junior-level students, and offered a refreshing break for students in terms of relieving stress before the start of lessons. This could further enhance student engagement and promote a culture of physical activity within the school.
- Lunchtime Sports Programmes: The initiative encouraged students' participation in sports, promoted physical fitness, encouraged interaction between students and teachers, and instilled healthy habits, thus improving their overall well-being. The importance of providing diverse options of sports activities and creating a spacious environment for regular exercise was essential. Moreover, ongoing support from teachers and the PE Department would be required to reinforce students' commitment to physical fitness.
- Values Education Day: The event successfully blended fun with learning in promoting essential life skills through a series of engaging activities. The emphasis on physical fitness training raised awareness about health and well-being. Preventive measures for students' outdoor activities had to be taken in the hot weather. To fine-tune the Values Education Day or other programmes coordinated and designed by the Pastoral Care Board, the APASO survey regarding Learning Attitude (Perseverance) could be considered. According to the results of the current school year, less than half of the students gave a positive response to perseverance, especially

for S3 2024-2025 / S4 2025-2026 and S5 2024-2025 / S6 2025-2026. On the other hand, more than half of the students gave a positive response on the APASO survey regarding *Respect People of Different Cultural Backgrounds*.

- **Fruit Days:** For the Fruit Day held on 12 March 2025, there was a clash of a ball game competition, and many students were participating in it at the basketball court. As a result, fewer students were staying at the covered playground to enjoy fruits and play games. It was suggested that a well-informed schedule would be planned for whole school activities in the second half of lunch. It would be more valuable if there were only one large-scale whole-school activity held at one time.
- **PTA Outing:** Since there was a quota for the visit to the Hong Kong Monetary Authority, the number of participants had to be limited to the quota. Thus, some families and teachers who would like to join the PTA outing were not arranged.
- According to *KPM 17.6* regarding *physical exercise*, the Q-score of S1-S6 was less than the mean Q-score, which means less than 50% of students gave a positive response. However, the overall Q-score was a bit higher than that of the last school year. We could see encouraging results in S1 (Q-score: almost close to the mean), S3 (Q-score: raised from far below the mean in S2 2023-2024 to above the mean in S3 2024-2025) and S5 (Q-score: raised from far below the mean in S4 2023-2024 to near the mean in S5 2024-2025). On the other hand, it was found that the questions in *KPM 17.6* (concerning *in a week, students exercise or play sports before and after school, engage in at least 60 minutes of moderate-intensity physical activity and at least 20 minutes of vigorous-intensity physical activity outside of school in a day*) related to students' physical exercise outside school might not reflect on the effectiveness of the sports programmes within school and these might not solely conclude the success criteria. To verify the effectiveness of the school's health-promoting programmes, a school-based questionnaire was conducted among S1-S5 students. It was found that more than 50% of both junior-level students and senior-level students agreed that programmes and policies under the theme "Staying Active Staying Healthy" enabled them to become more aware of the importance of actively participating in health-promoting activities. The school would endeavor to cultivate students' healthy lifestyle habits, especially for S3 and S5 in the coming school year, 2025-2026.

### **Feedback and Follow-up**

With reference to the above "Achievements" and "Reflection" of the major concern, the healthy lifestyle in the seven learning goals was achieved.

*To be put in the Annual School Plan of the 2025-2026 School Year*

- **Class-based Morning Physical Exercise or Activities:** It was believed that the programme could help instill a lifelong habit of regular exercise and encourage students to stay active and healthy in a fun and supportive environment. It was suggested that morning exercise would continue, with suggestions to expand the variety of sports activities offered, to promote a healthy lifestyle and to foster class spirit. A list of interesting physical exercises and activities would be provided for both Class Teachers and students, especially for senior-level students. Instead of

class-based physical exercises or activities conducted once per term, more opportunities would be given to students to participate in the morning exercise.

- **Lunchtime Sports Programme:** To motivate more students to engage in the programme, more promotional efforts, such as announcements and posters, would be made to reach a wider audience and highlight the benefits of joining the programme. In addition, providing more training for Sports Ambassadors would empower them to encourage their peers, especially those who are shy. Creating a welcoming environment for all students, including less competitive options, would further boost inclusivity and engagement, ensuring the health programme's long-term success and positive impact on student health. It is expected that more senior-level students could work towards the learning goal regarding a healthy lifestyle as well.

*Not to be put in the Annual School Plan of the 2025-2026 School Year*

- **School Physical Fitness Award Scheme:** The Scheme would continue to help students work towards the learning goal of a healthy lifestyle. Future improvements could include providing additional support for students who struggle to meet the fitness requirements.
- **Values Education Day:** In the future, this event would continue to be arranged and designed to inculcate diverse interests and values, as well as enabling students to work towards learning goals including a healthy lifestyle and life planning. For preventive measures due to the hot weather, students would be reminded to stay hydrated, especially during activities carried out on open and covered playgrounds, and more ventilation in outdoor areas would be provided for such purposes.
- **Fruit Days:** The initiative, together with parents' support and participation, could promote the daily habit of eating fruit among students and their families in order to maintain holistic health. To support healthy eating practices, the PTA would like to apply for subsidies from the Department of Health to purchase a wider variety of fresh fruit for students.
- **PTA Outing:** To promote healthy parent-child relationships through outdoor activities, the annual PTA outing will continue to be held. However, some other attractive itineraries with reasonable costs could be considered to welcome more participants. According to the Stakeholders' Survey regarding "Parents' view on home-school cooperation", the above-average scores remained the same in recent years. The school will continue to foster collaboration with parents through various school events, parent education or parent-child activities as well as maintaining effective communication with the PTA.

**Priority 2: To promote self-love to reach a higher state of well-being and enhance personal attributes**  
**— Cultivating Self-love Nourishing Wellness**

**Achievements**

**Enhance students' self-compassion and well-being through experiential learning**

- Wellness Programmes coordinated by the Pastoral Care Board: To enhance students' self-compassion and well-being, Wellness Programmes were held once each term on 30 September 2024 and 15 April 2025, with the whole-day shortened timetable adopted and about 1.5 hours allocated to the programmes after the end of lessons. With kaleidoscopic workshops and activities, the school was transformed into a carnival for staff and students to take a break from the hectic school life. The highlights of the programmes included yoga sessions, a teacher-student basketball friendly match, rabbit therapy sessions, movie-watching sessions, DIY artwork workshops, a photo booth and Caritas's "Bad Day Café".
  - By engaging students in creative alcohol ink art in artwork workshops, not only could students establish a sense of uniqueness and enable personal discovery, but they could also learn to express their emotions artistically.
  - A photo booth set up on the day allowed students and teachers to keep precious memories and facilitated teacher-student relationships.
  - For rabbit therapy sessions, students and teachers were drawn to a gentle and soft-furred therapy rabbit, which offered a temporary respite from the stress of daily life.
  - One of the Wellness Programmes featured the teacher-student basketball competition filled with fun and laughter, fostering interaction between teachers and students.89% of the participants agreed that the Wellness Programmes could enhance their self-compassion and well-being, as well as relieve their stress.
- Mental Health Programmes coordinated by the Guidance Team: Four mental health programmes were held right before each test and exam to relieve students' stress, promote mental health and enhance students' wellness. The Guidance Team invited organisations such as the Caritas of Hong Kong, Shall We Talk, OpenUp and the Department of Health to launch the programmes during lunchtime. Various activities like photo booths, interactive games, handicraft workshops, random dance, snack & beverage corners were conducted. From the questionnaire, 86% of students were expressed that they were satisfied with the programmes, 80% of students were delighted or relaxed through the programmes and 98% of students wished to have a similar activity in the future. The feedback from teachers showed that students generally enjoyed the programmes, like snacks & drink corners and K-pop random dance. Though the activities were well-received, challenges included long queues for snacks, time constraints during lunch breaks, and repetitive activities led some students to disengage. Moreover, Guidance Leaders and Helpers faced heavy workloads.

**Reflection**

- Wellness Programmes coordinated by the Pastoral Care Board: The programmes were well received by students and teachers. The quota for rabbit therapy sessions was limited, therefore some interested students could not participate in them. It was suggested that some safer pets could be brought to campus in order to create a sense of joyfulness and enhance the campus atmosphere, as well as bring mental health benefits.



- Mental Health Programmes coordinated by the Guidance Team: It was recommended that the programmes would continue, but the ones right before the Mid-year Examination and the Final Examination would be cancelled due to the clash of other whole-school students' lunch activities. Enhancing promotion could boost students' engagement and promote the awareness of mental health, and remind them to strike a balance between study and leisure.
- According to the
  - APASO survey regarding *students' self-concepts (emotional stability)*, less than 50% of students gave a positive response, which did not meet the success criteria (more than 70%). The response of the current school year was similar to that of the last school year. Only S6 students (60.1%) showed a positive side concerning this. The *survey questions (a. often worrying about many things, b. often feeling down and discouraged, c. being a highly anxious person, d. often feeling emotionally unsettled, e. getting irritated easily)* were examined in order to understand more about students' thoughts. In addition, a step-by-step approach to success criteria would be set.
  - KPM 17.1 survey regarding *positive affect*, right below the mean Q-score, was obtained from students' responses, but it did not meet the success criteria (more than 50%). However, the Q-score was a bit higher than that of the previous school year. It was encouraging to see that more than 50% of S1 and S6 students gave a positive response. The *survey questions (feelings: a. happy, b. energetic, c. delighted, d. optimistic)* were examined, so that students' thoughts would be understood more.
  - KPM 17.2 survey regarding *no negative affect* gave less than 50% of students a positive response, which did not meet the success criteria (more than 50%). The response of the current school year was similar to that of the last school year. Only S6 students (52.7%) showed a positive side and met the success criterion. The *survey questions (feelings: a. fear, b. pain, c. worry, d. sadness)* were examined, so that students' thoughts would be understood more.

The Wellness Programmes coordinated by the Pastoral Care Board and the Mental Health Programmes coordinated by the Guidance Team were implemented. Positive feedback on the Programmes was received from students and teachers; however, the Programmes did not exert positive effects to stabilise students' emotions and feelings. Some other approaches had to be adopted.

### **Feedback and Follow-up**

Regarding the above "Achievements" and "Reflection" of the major concern, the healthy lifestyle in the seven learning goals was achieved.

- Pastoral Care Board: For the Wellness Programmes, more captivating activities and experiences had to be designed to draw students' attention, particularly senior-level students who tended to put all their focus on their studies. In the coming school year, these programmes would be named "Wellness Carnival" and would be specified in the school calendar. Meanwhile, students' participation in Wellness Programmes requires further encouragement by teachers. Besides, the Pastoral Care Board would coordinate and collaborate closely with different functional groups to identify students' needs. More positive reinforcement or tangible rewards could be suggested to enhance the sense of accomplishment and satisfaction. More opportunities for students to

express their gratitude or take part in social services could enhance their well-being and positive thoughts. Moreover, Class Teachers could play a more significant role, like building stronger ties with students, addressing their needs and stabilising their emotions in a timely manner. More joyful school atmosphere, such as colourful murals with positive messages, the broadcast of lighthearted and relaxing music during lunchtime, peaceful religious displays could be created.

- Guidance Team: The Mental Health Programmes would continue, and the personal growth workshops during activity periods should be reinforced, so that students could learn more about the ways to cope with their emotions. Information literacy education, especially concerning the appropriate use of social media platforms, could be strengthened among students.

**Priority 3: To nurture students to have a growth mindset, embrace diversity to cope with changes and challenges, and respect all creatures**

**— Embracing Diversity Nurturing Respect**

**Achievements**

**Embrace diversity and show respect through National Education**

- Chinese Culture Day: To embrace diversity and show respect through National Education, the Moral and National Education Team has played a pivotal role in fostering a deeper understanding and stronger respect for China's rich cultural traditions among our students. The Team has newly introduced the Chinese Culture Day on 19 February 2025, which aims to deepen students' understanding of and respect for Chinese heritage. Highlights of the day included captivating face-changing performances, interactive booth games and hands-on workshops that showcased various aspects of traditional Chinese culture.
- School-based Grants for Chinese Cultural Heritage: Recognising the importance of sustained engagement in Chinese cultural heritage, grants have been set up to empower students to explore and develop their talents in related activities, such as the Chinese Dance Team, Chinese instrumental classes and Chinese opera classes. These Chinese cultural activities not only enriched students' experiential learning but also served as vital platforms for them to connect with and promote Chinese heritage in authentic and creative ways. In the entire school year, four students applied for our school-based Cantonese Opera Heritage Subsidy Scheme and received the grant.
- School-based National Education Day: The Day was launched on 16 May 2025, aiming to foster cross-cultural understanding and citizenship, and deepen students' knowledge of our nation's history and development. It featured educational trips to mainland China. S1 and S3 students focused on art and culture, S2 students explored geography and Chinese history, while S5 students examined aspects of Chinese culture and technological advancement. Survey results indicated that almost 70% of respondents expressed satisfaction with the itineraries and reported a significantly enhanced understanding of the subjects related to the themes of their tours.
- Visit to Sister School in Shenzhen: The Principal and 13 teachers led all S2 students for a visit to the Sister School (深圳市坪山區外國語文源學校) on the Life-wide Learning Day on 7 March 2025. In the morning, our students attended lessons and visited classrooms there, while the students from our sister school introduced the campus facilities and daily school life to our students, forging a deep relationship between the two schools. In the afternoon, students visited the Shenzhen Science and Technology Museum. Almost all student participants (94%) believed that the sister school exchange trip helped increase their understanding of mainland China's education. Most of them (88%) believed that it helped increase their understanding of Chinese culture and technology.
- Citizenship and Social Development (CS) Mainland Study Tour: On 15 and 16 May 2025, all S4 students participated in the Study Tour to Zhongshan and Zhuhai, where students learned more about cultural conservation. They understood the significance of cultural conservation in safeguarding national security. Students agreed that they had the responsibility to safeguard the national security of the country, as reflected in the students' survey and reflections. Besides, students had positive feedback on the Mainland Study Tour. They were eager to visit the mainland and witness the latest developments in the country. They were proud of being part of the country and were willing to learn and pass on the Chinese heritage. With the well-designed

learning tasks, students learned well throughout the tour.

- Anne Anita Cheung Scholarships: To encourage students to engage actively in national education, the scholarships for outstanding performance in national education were newly introduced. The initiative in establishing the scholarships was to broaden students' horizons and cultivate a holistic appreciation of Chinese culture as well as national development. It was found that the scholarships were successful in strengthening students' sense of national identity and encouraging students to promote national education in school. Two Civic Leaders received the scholarships as their devotion to organising national education activities was recognised through their services in the Flag-raising Team.

## Reflection

- Chinese Culture Day: Post-event surveys revealed that over 70% of the students felt the event significantly enhanced their appreciation for Chinese culture, reinforced their connection to their national heritage, and strengthened their sense of belonging and national identity.
- School-based Grants for Chinese Cultural Heritage: The school would continue to actively encourage students to apply for grants to explore and develop their potential in promoting national education. These grants would support initiatives that promote Chinese culture and heritage. By facilitating these opportunities, the school aimed to foster cultural appreciation and empower students to contribute to the preservation and promotion of our national identity.
- School-based National Education Day and S4 CS Mainland Study Tour: It was a good opportunity for students to explore more about the development of the mainland. On the other hand, clearer guidelines regarding "Dos and Don'ts" should be conveyed to students and accompanying teachers in advance, so that teachers can help pay more attention to students' behaviours during the trips. The travelling time could be shortened to increase the sightseeing time. The school would take the initiative to design a task sheet for students to engage in activities, like the practice in the S4 CS Mainland Study Tour. The school-based National Education Day would continue in the coming school year.
- Visit to Sister School in Shenzhen: Apart from paying a visit to the Sister School, our school and the Sister School would carry out exchanges in different ways, such as an online Chinese Debate Competition between our school and the Sister School held on 18 June 2025, to enable students to learn from each other, show respect and embrace diversity as well as appreciating our counterparts through exchanges.
- Anne Anita Cheung Scholarships: A token of thanks was given to an alumna, Ms Anne Anita, who believed that her donations for the scholarships could help recognise students' achievements in national education. Moreover, the scholarships were welcomed by teachers, as they believed that these could ignite students' love for Chinese culture and help the school implement patriotic education / national education / national security education.
- It was encouraging to see that the high Q-score (114-116) had been maintained as shown in the *KPM 17 — items 17.16-17.19 National Identity including Responsibility, Obligations, Proud, Love, National Flag, Anthem and Achievements*. These high scores reflected students' recognition of their national identity, encompassing key elements such as responsibility, pride, and recognition of national symbols. This strong performance underscored the positive impact

of the initiatives in cultivating a deeper connection to national identity among students. Through students' response and reflection in the educational trips on the school-based National Education Day, a visit to the Sister School, the CS Mainland Study Tour, and the Anne Anita Cheung Scholarships related to National Education, it could be observed that students' awareness of the importance of national security and their passion to protect our country had been raised.

### **Feedback and Follow-up**

Through experiential learning activities in the national education, students could achieve the seven learning goals, including:

- ✓ National and global identity: Connect with national heritage and global trends through mainland educational trips
- ✓ Breadth of knowledge: Deep dive into specific subjects in mainland educational trips
- ✓ Language proficiency: Provide more opportunities for students to speak Putonghua when communicating with students from the Sister School
- ✓ Generic skills: Enhance collaboration and interpersonal skills during exchanges with students from the Sister School and during group tasks in experiential learning
- ✓ Information literacy: Analyse data and synthesise findings through mainland study tours
- ✓ Life planning: Explore academic interests and career possibilities through outings
- ✓ Healthy lifestyle: Acknowledge holistic student well-being through scholarships

*Not to be put in the Annual School Plan of the 2025-2026 School Year*

- Chinese Culture Day: The scale would be expanded, and a more diverse array of workshops and activities would be offered, providing students with further opportunities to enhance their national identity and show respect for China's rich cultural heritage through immersive experiences.
- School-based Grants for Chinese Cultural Heritage: Students who received the grants would be invited to perform in the Year-end Celebration or in other school events to further encourage the appreciation of Chinese cultural heritage among schoolmates.
- School-based National Education Day and S4 CS Mainland Study Tour: The itineraries for the tours would be carefully designed to accommodate the diverse learning needs of students. This approach would aim to ensure that each tour offers meaningful educational experiences while also being enjoyable. By considering feedback from accompanying teachers and aligning the itineraries with specific curriculum objectives, the school would create tailored experiences that engage students more deeply and foster a greater appreciation for cultural diversity.
- Visit to Sister School in Shenzhen: If time is allowed for both schools, different modes of exchange, like online competitions, online performances, group tasks assigned to students from both schools in a museum or an exhibition centre, would continue. It has been found that students' happiness and well-being could be enhanced through these exchanges as well.
- Anne Anita Cheung Scholarships: More promotions on these scholarships could be conducted at the beginning of the school year to motivate more students to contribute to taking part in patriotic education. It is expected that more students would participate in the Flag-raising Team and would be proud of being a member of the team. Meanwhile, it is hoped that students' commitment to the Flag-raising Team could be enhanced.

Through different extended learning activities in national education, students can work towards the seven learning goals.

## **VI. Performance of Students**

### **Students' Potential and Achievements**

Our students, with their rich and God-given talents, have excelled in both academic and non-academic areas. Their dedication was evidenced by the impressive university placements secured by our S6 graduates, who were admitted to highly competitive degree programmes, such as the Bachelor of Laws as well as Bachelor of Biomedical Sciences at the University of Hong Kong. The following showcases the outstanding accomplishments of our students.

#### ***Chinese Dance***

Our school was delighted by the outstanding results that the Chinese Dance Team achieved in external competitions. The Team received six Grade A Awards (Group, Triple, Double and Solo) in the 61<sup>st</sup> Hong Kong Schools Dance Festival, and a Gold Award in the Hong Kong Youth Elite Dance Contest 2025. Besides, it was our honour that the Chinese Dance Team members participated in two celebratory events of the 75<sup>th</sup> Anniversary of the Founding of the People's Republic of China, including a Chinese dance performance at the Leighton Hill Community Hall on 28 September 2024 and the Hong Kong Culture and Arts National Day Reception at JW Marriott Hotel Hong Kong on 7 October 2024.

#### ***Chinese History***

Students achieved excellent results in the HKDSE Chinese History 2025, with a higher percentage attaining level 5 or above compared to Hong Kong day school candidates. Apart from excellent academic results, students were encouraged to participate in other learning experiences in order to foster a positive understanding of Chinese culture and history. One of the notable achievements was the school's full participation in the "Civic Education and National Education" Quiz Competition held on 5 December 2024 in celebration of the Constitution Day. Our students demonstrated strong knowledge and enthusiasm, with two students earning the Merit Award (Secondary School Category). Additionally, our school was awarded the Most Active Participating Secondary School – Champion.

#### ***Chinese Language***

The cohort of S6 students achieved outstanding results in the HKDSE Chinese Language 2025, with a higher percentage attaining level 5 or above compared to their Hong Kong day school counterparts. Beyond their impressive academic achievements, they were also encouraged to participate in a variety of other learning experiences. Among the 57 students who participated in the 76<sup>th</sup> Hong Kong Schools Speech Festival, 11 students achieved remarkable results, including the Championship awarded to four students of different secondary levels. In the 9<sup>th</sup> Hong Kong Outstanding Children's Recitation Competition 2024, an S6 student came First in the Cantonese Reading Category. In a Putonghua speech competition, "Hong Kong Inter-School Open Competition cum Hong Kong 18 Districts Academic and Arts Elite Competition 2024", an S2 student obtained the Championship in the Putonghua Solo Prose Reading and the First Runner-up in the Putonghua Solo Verse Speaking. Moreover, students' enthusiasm and creativity in Chinese writing competitions were highly appreciated. An S6 student won the Gold Award in the "Man Yu

Cup” Hong Kong Inter-School Essay Competition 2024. To promote Chinese culture, students were encouraged to take part in the “Pegasus Cup 2024-2025 Hong Kong Inter-School Chinese and English Calligraphy Competition”, and we received encouraging results. An S4 student received the Gold Award, and our school was presented with the Award for Active Participation in the Outstanding Arts Education Awards. Meanwhile, 66 students participated in the “Wen Cui Cup” Hong Kong Youth and Children’s Calligraphy Competition 2024 and won Gold, Silver and Bronze Awards. Furthermore, the Chinese Speech and Debate Team actively participated in various competitions, where students received remarkable results. Two students received the Best Debater Awards in the 1<sup>st</sup> Seedling Debating Cup. Three students won titles such as Best Debater in multiple debate contests, such as the Sing Tao 40<sup>th</sup> Hong Kong Inter-School Debating Competition and the 6<sup>th</sup> Hong Kong Secondary School Debating Competition. The Team also won the Championship in the Kowloon Wah Yan College Debating Invitation Tournament.

### ***Drama***

In the inspiring play “Whispers of the Hearts”, our talented students showcased their remarkable skills in stage performance and creative execution in the Hong Kong School Drama Festival 2024/25. Our school was honoured with the Award for Outstanding Stage Effect and the Award for Outstanding Cooperation, which recognise the team’s dedication, contribution, and strong collaboration throughout their creative production. In addition, two of our girls were honoured with the Award for Outstanding Performer, celebrating their exceptional acting talent and potential.

### ***English Language***

Our S6 students demonstrated exceptional academic excellence in the HKDSE English Language and Literature in English 2025, with a higher percentage achieving Level 5 or above compared to their Hong Kong day school candidates. Their success was not solely defined by these results; they also honed their language skills and cultivated their creativity by participating in a variety of external English activities and competitions. This year, 67 students participated in the 76<sup>th</sup> Hong Kong Schools Speech Festival, with 13 students ending up in the top 3 in their categories. Two senior-level students were both Champions in Solo Verse Speaking, while another senior-level student won the Championship in News Feature Presentation competition. In the 2025 Asia Pacific Talent Art Festival Competition, an S6 student won the Championship in English Recitation Open Section. Our students’ impressive achievements are not just limited to their unparalleled speaking skills but also shine brightly in writing competitions. An S5 student was awarded the Commendable Award in the “SOW in Love” Letter Writing Competition – Senior Secondary Division. An S6 student received the Certificate of Merit for her excellent writing in the Good People Good Deeds English Writing Competition organised by the Tung Wah Group of Hospitals.

### ***Home Economics***

To promote a healthy lifestyle, some senior students participated in the Hunger-free Meal Design Competition organised by Oxfam Hong Kong. Out of over 700 entries, our S5 team entered the Final Competition on 12 April 2025, where they needed to cook lunch on the spot. With their enthusiasm, three S5 students won the Championship in the Competition. The Competition aimed at arousing concerns among low-income families, particularly those living in subdivided flats. Students were required to design quick and convenient meals for the target family, while the meals should be nutritious on a low budget. The Competition educated students to pay heed to the

poverty issue in Hong Kong and cherish the resources, especially food, in their daily lives.

### ***Music***

Holy Familians distinguished themselves in music competitions with marvellous results. In the Hong Kong Inter-school Choral Festival (HKICF) 2025 – Competition cum Masterclass, the Senior Choir gave a touching performance in the Senior Division Group B category and won the Gold Award on 7 February 2025. The Junior Choir strived for excellence in the Junior Division Group K category and won a Silver Award on 14 February 2025. Furthermore, the Vocal Ensemble had an a cappella performance in the Junior Division Group O category and won a Silver Award on 17 February 2025. This year, the Holy Family Canossian College (HFCC) Choir has collaborated with other choirs from three boys' schools in Hong Kong. The Senior Mixed Choir of HFCC and La Salle College (LSC) won a Gold Award in the Senior Division Group D category on 12 February 2025. In the 77<sup>th</sup> Hong Kong Schools Music Festival (2025), the Senior Choir attained Third Place in Secondary School Choir (Chinese, Girls, Second Division, Senior). The first collaboration of the Junior Mixed Choir between HFCC and Salesian English School secured Third Place in Church Music (Chinese, Secondary, Age 19 or under, SATB). Moreover, three Silver Awards were obtained by the HFCC and LSC Senior Mixed Choir, the HFCC and Queen's College Mixed Vocal Ensemble, as well as the HFCC Junior Choir. In the individual entries, our students showcased their music talents including an S3 student awarded the Championship in the Cantonese Opera Solo (Female High Pitch Solo, Senior), another S3 student awarded the First Runner-up in the Cantonese Opera Solo (Male Vocal Solo, Senior), one S1 student attaining Second Place in the Graded Piano Solo (Grade Four), an S4 student awarded the Second Runner-up in the Cantonese Opera Solo (Male Vocal Solo, Senior) and an S6 student awarded the Second Runner-up in the Sanxian Solo (Advanced Group). In the 2025 Hong Kong Joint School Music Competition, the HFCC Wind Ensemble received the Silver Award in its debut external competition. The hard work and commitment of Holy Familians, who have demonstrated remarkable growth and passion for music, were highly appreciated.

### ***Physical Education***

To promote an active and healthy lifestyle, students were encouraged to take part in sports activities and competitions. In team sports, the School Swimming Team participated in the Inter-school Swimming Competition 2024-2025, Division Three, achieving Fourth Place in Girls A and Second Place in the Girls Overall category. The Rope Skipping Team also excelled at the Hong Kong Inter-School Jump Rope Championship, securing the Second Runner-up in the Team Show and the overall Second Runner-up. In individual entries, an S3 student took part in a series of dance competitions, achieving outstanding results. At the 32<sup>nd</sup> IDTA Cup Open Championships, she won First Place in the Juvenile & Youth Solo Paso Doble and Solo Jive categories, and Third Place in Solo SCRPI, Solo CR, and Solo CJ. Additionally, at the ADSC Annual Grand Championships, she earned First Place in Juvenile & Youth Solo Cha Cha and received First Honour in Juvenile & Youth Solo Paso Doble. In the Inter-School Fencing Competition 2024-2025 (Kowloon Area), an S1 student was awarded Third Place in the Individual Girls C Grade Épée. She also won Second Runner-up in the U12 Girls Épée at the 2024 BSF Allstar Hong Kong MiniMe Fencing Invitational. In the 2025 March Madness Online Sport Stacking Competition, another S1 student finished in Second Place in the 13-18F Individual All-around Female category. At the Hong Kong Sport Stacking Open 2025, she was crowned Champion in both the Relay Timed 3-6-3 and Individual 3-6-3 events, and she secured First Runner-up in the Relay Head-to-Head event.



### ***Mathematics, Science & STEAM***

Our school's STEAM initiatives have fostered outstanding academic achievements in Mathematics and Science. Furthermore, this success was exemplified by an S5 student receiving the Gold Award at the 7<sup>th</sup> Greater Bay Area STEAM Excellence Award 2025 (HKSAR). She designed and created an innovative project named "SensorySphere VR". This project integrates Virtual Reality (VR) and Internet of Things (IoT) technologies to develop an immersive platform that enhances mental wellness. By incorporating features such as colour therapy, intelligent aromatherapy and AI-assisted emotional support, SensorySphere VR addresses critical mental health challenges while showcasing the practical application of technology for promoting well-being. This project not only highlights our student's creativity and technical skills but also reflects her commitment to positively impacting the community.

Our students persisted with their good efforts in external Mathematics competitions. In the 2025 Hua Xia Cup (Preliminary Round), four students received the Third Prize and three students received the Second Prize. Notably, two junior-level students competed in the Hua Xia Cup (Second Round) and obtained the Second Prizes. Meanwhile, in the 2025 Asia International Mathematical Olympiad Open Contest (Preliminary Round), two junior-level students received the Bronze Award, while the other two junior-level students received the Silver Award.

In the International Biology Olympiad – Hong Kong Contest 2024, an S6 student received the Honourable Mention Award.

In the Junior Secondary Science Online Self-learning Scheme 2025, an S3 student received the Gold Award, while the other two junior-level students received the Silver Award.

### ***Nature Club – Sand Painting***

Through the sand painting courses held by the Nature Club, four students were invited to participate in the 2<sup>nd</sup> Joint School Sand Painting Creation Competition organised by the Hong Kong Sand Painting Association. The participants devoted significant effort to their preparation, creating unique designs, selecting appropriate music and crafting scripts to complement their sand painting performance. Their dedication was rewarded with the Championship in the competition.

### ***Red Cross***

Through participation in the Red Cross, our students aim to uplift lives, foster understanding and exemplify care. An S6 student was awarded the Outstanding Red Cross Youth Member of the Year 2024 (West Kowloon Division) in recognition of her leadership and participation in the Red Cross. YU60 members from our school together with members from The Pooi To Middle School and Kowloon True Light School participated in the West Kowloon Headquarters Youth Foot Drill Competition 2024-2025 organised by the Hong Kong Red Cross (Youth Development Services) and were awarded the Championship.

### ***Visual Arts***

The outstanding HKDSE Visual Arts 2025 results were a testament to the diligence and artistry of our S6 students. Not only did a higher percentage attain Level 5 or above compared to Hong Kong day school candidates, but their accomplishments extended far beyond the classroom. In the 5<sup>th</sup> Asia Youth & Children Arts Festival Art Competition 2024, four students received prizes, including Gold Award, Bronze Award, Second Runner-up and Merit. In the Carter Christmas Photography Competition, one student received the Silver Award. In the 4<sup>th</sup> Hong Kong Youth and Children's Painting Competition 2024, a student received the Championship in the Festival Category, the Championship in the Animals Category and the First Runner-up in the Free Topic Category. In the

5<sup>th</sup> Hong Kong Youth and Children's Boundless Innocence Art Competition 2024, a student won the Gold Award in the Colouring Category. In the "Painting Dreams with Childlike Hearts" Children and Youth Colouring and Drawing Competition 2024, a student won the Gold Award. In the Hong Kong Arts Association – Hong Kong 18 Districts, Yau Tsim Mong District 2<sup>nd</sup> Visual Arts Competition (Painting Group), a student received the Championship in the secondary group. In the 5<sup>th</sup> Youth and Children's Boundless Childlike Painting Competition 2024 (Animals), a student won the Championship in the S1 to S3 Category.

## Summary of International and Inter-school Activities and Prizes Won

Academic	Number of Awardees in ( )	
<b>1. 76th Hong Kong Schools Speech Festival</b>		
<b>Chinese Section</b>		
粵語詩詞獨誦	冠軍	(1)
粵語道教詩文作品獨誦	冠軍	(1)
粵語二人朗誦	季軍	(4)
普通話散文獨誦	冠軍	(2)
	季軍	(1)
普通話詩詞獨誦	亞軍	(1)
<b>English Section</b>		
News Feature Presentation	1st	(1)
Shakespeare Monologue	3rd	(2)
Solo Verse Speaking (English)	1st	(2)
	2nd	(2)
	3rd	(6)
<b>2. 2024「文裕盃」全港校際徵文大賽</b>		
中學組中文寫作	金獎	(1)
<b>3. 第十三屆大學文學獎</b>	少年作家獎	(1)
<b>4. 2024-2025 全國青少年語文知識大賽「菁英盃」現場作文</b>		
初賽	二等獎	(1)
決賽	三等獎	(1)
總決賽	二等獎	(1)
<b>5. 2024-2025 天馬盃全港中英寫作比賽（中文寫作）</b>		
中學高級組	銅獎	(1)
<b>6. 2025 香港學界文藝坊全港學界寫作大賽</b>		
高中組	冠軍	(1)
<b>7. 2025 SICCA 5th Youth and Children's Chinese Essay Competition</b>		
Secondary F.4-F.6	1st Runner-up	(1)
<b>8. 2024-2025 中國中學生作文大賽（香港賽區）</b>		
高中組	銅獎	(1)
初中組	銅獎	(1)
<b>9. 2024 香港學界公開賽暨全港十八區學術才藝精英大賽</b>		
中學初中組普通話散文朗誦	冠軍	(1)
中學初中組普通話詩詞朗誦	亞軍	(1)
<b>10. 2024 第九屆香港拔萃兒童朗誦比賽</b>		
中學組粵語朗誦	冠軍	(1)

<b>11. 第十一屆香港文藝協會全港十八區九龍城區粵語朗誦比賽</b>		
中學組	冠軍	(1)
<b>12. 2024 第八屆全港兒童及青少年朗誦精英節</b>		
粵語獨誦高級組	季軍	(1)
<b>13. 2024-2025 天馬盃全港中英文硬筆書法比賽</b>		
中文硬筆書法	金獎	(1)
<b>14. 第六屆全港中學學界辯論比賽</b>		
初賽	最佳辯論員	(1)
<b>15. 第一屆青苗辯論盃</b>		
小組賽	最佳辯論員	(2)
	最佳青苗辯論員	(2)
<b>16. 第二屆全港中學國際關係及外交辯論比賽</b>		
初賽	最佳自由辯論員	(1)
<b>17. 星島第四十屆全港校際辯論比賽</b>		
初賽	最佳交互問答辯論員	(3)
<b>18. 2024-2025 English Builder Awards Scheme</b>		
Hong Kong Wide Outstanding Awards		(9)
<b>19. 2023-2024 Time to Talk Public Speaking Competition</b>		
Finals	Second	(4)
<b>20. 2025 Asia Pacific Talent Art Festival Competition</b>		
English Recitation Open Section	Champion	(1)
<b>21. 2025 Hong Kong Youth Artist Competition</b>		
English Speech Secondary	Champion	(1)
<b>22. Asia International Mathematical Olympiad Open Contest</b>		
Preliminary	Silver	(2)
	Bronze	(2)
Second Round	Bronze	(2)
<b>23. Hong Kong International Mathematical Olympiad</b>		
Heat	Silver	(1)
	Bronze	(2)
<b>24. Hua Xia Cup - China Mathematical Olympiad Contest</b>		
Preliminary	Second	(3)
	Third	(4)
Second Round	Second	(2)

<b>25. Thailand International Mathematical Olympiad</b>			
Heat	Silver		(1)
	Bronze		(3)
<b>26. 2023-2024 Youth Arch Student Improvement Award</b>			(19)
<b>27. The 7th Greater Bay Area STEAM Excellence Award 2025 (HKSAR)</b>			
	Gold		(1)
<b>Cultural</b>			
<b>1. Art</b>			
<b>2nd Joint School Sand Painting Creation Competition</b>			
	Champion		(4)
<b>“Eat Fair” Hunger-free Meal Design Competition</b>			
	Champion		(3)
<b>14th World Children Art Awards 2025</b>			
	Gold		(1)
<b>4th Hong Kong Youth and Children’s Painting Competition 2024</b>			
Animal Category	Champion		(1)
Festival Category	Champion		(1)
Free Topic Category	1st Runner-up		(1)
<b>5th Asia Youth &amp; Children Arts Festival Art Competition</b>			
16-18 Age Group	2nd Runner-up		(1)
	Gold		(1)
	Bronze		(1)
<b>5th Youth and Children’s Boundless Childlike Painting Competition 2024</b>			
Animals - Secondary F.1 - F.3	Champion		(1)
<b>Forest Elf Painting Competition</b>			
Teenagers Group	Champion		(1)
<b>2024 Explore the Ocean Kingdom Painting Competition</b>			
Teenagers Group	Silver		(1)
<b>2024 「童心繪夢」兒童青少年填色及繪畫比賽</b>			
	金獎		(1)
<b>第二屆全港十八區油尖旺區 視藝比賽 繪畫組</b>			
中學組	冠軍		(1)
<b>2024 第五屆香港青少年及兒童童真無限藝術大賽</b>			
填色組 中學組 F.1 - F.3	金獎		(1)

## 2. Drama

### 2024-2025 Hong Kong School Drama Festival

Award for Outstanding Stage Effects		(HFCC)
Award for Outstanding Cooperation		(HFCC)
Award for Outstanding Performer		(2)

## 3. Media

### Carter 聖誕攝影比賽

F.1	亞軍	(1)
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### HKYCTA 3rd Hong Kong Photography Competition 2025 - Street Category

Secondary F.4-F.6	1st Runner-up	(1)
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### 第四屆香港文藝協會全港十八區九龍城區手機攝影比賽

城市中學組	冠軍	(1)
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## 4. Music

### 77th Hong Kong Schools Music Festival

#### Secondary School Choir - Chinese

Mixed Voice - Second Division - Senior	Silver	(HFCC & LSC)
Girls - Second Division - Senior	3rd	(HFCC)

#### Secondary School Choir - Foreign Language

Girls - Second Division - Junior	Silver	(HFCC)
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#### Church Music - Chinese

Secondary School Choir	3rd	(HFCC & SES)
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#### Vocal Ensemble - Foreign Language

Mixed Voice - Secondary School – A cappella	Silver	(HFCC & QC)
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#### Graded Piano Solo

Grade Four	2nd	(1)
Grade Five	3rd	(1)

#### 粵曲獨唱

子喉獨唱 – 中學高級組	冠軍	(1)
平喉獨唱 – 中學高級組	亞軍	(1)
	季軍	(1)

#### 三弦獨奏

深造組	季軍	(1)
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### 2025 Hong Kong Inter-School Choral Festival - Competition Cum Masterclass

Senior Division Group B	Gold	(HFCC)
Senior Division Group D	Gold	(HFCC & LSC)
Junior Division Group K	Silver	(HFCC)
Junior Division Group O	Silver	(HFCC)

### 2025 Hong Kong Joint School Music Competition

Secondary School Ensemble (Woodwind)	Gold	(2)
Secondary School Group Ensemble (Orchestral instrument)	Silver	(HFCC)

## Sports

1. **2024-2025 屈臣氏集團香港學生運動員獎** (1)
  
2. **Athletics**
  - 2024-2025 St. Mary's Canossian College Sports Day**

4x100M Invitation Relay	2nd Runner-up	(4)
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  - 2024-2025 Inter-School Athletics Competition Division Three (Area Three)**

Girls Grade B 100m Hurdles	Second	(1)
	Third	(1)
  
3. **Badminton**

**龍城盃 2024 青少年及精英團體羽毛球賽**

中學組邀請賽 (女子團體) 盾賽	冠軍	(HFCC)
中學組邀請賽 (女子團體) 碟賽	亞軍	(HFCC)
  
4. **Basketball**
  - 南區少年盃籃球比賽**

女子組	亞軍	(1)
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  - 2024-2025 香港市民盃三人籃球賽**

女子 U18 歲組	亞軍	(1)
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5. **Dance**
  - 第六十一屆學校舞蹈節**

中學組 中國舞 群舞 (Team A)	甲級獎	(HFCC)
中學組 中國舞 群舞 (Team B)	甲級獎	(HFCC)
中學組 中國舞 獨舞	甲級獎	(1)
中學組 中國舞 雙人舞	甲級獎	(4)
中學組 東方舞 雙人舞	乙級獎	(2)
  
  - 香港青少年精英舞蹈大賽**

青少年組 中國舞 群舞	金獎	(HFCC)
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  - 32nd IDTA Cup Open Championships**

Juvenile & Youth Solo Jive	First	(1)
Juvenile & Youth Solo Paso Doble	First	(1)
Juvenile & Youth Solo CJ	Third	(1)
Juvenile & Youth Solo CR	Third	(1)
Juvenile & Youth Solo SCR PJ	Third	(1)
  
  - 7th Hong Kong International (No.1) Dance Sport Open Championship**

U14 Female Solo Individual Jive	Champion	(1)
U14 Female Solo Amateur SCR PJ	1st Runner-up	(1)
U14 Female Solo Individual		(1)
Cha Cha	1st Runner-up	
U16 Female Solo Pre-Amateur	1st Runner-up	(1)

<b>ADSC Annual Grand Championships</b>		
Juvenile & Youth Solo		(1)
Cha Cha Cha	First	
Juvenile & Youth Solo Paso Doble	First Honor	(1)
<b>6. Fencing</b>		
<b>2024 深水埗區劍擊比賽</b>		
U12 女子重劍 (隊際)	冠軍	(1)
<b>2024 年「世承杯」擊劍精英選拔賽 (第二站)</b>		
U14 女子重劍	第一名	(1)
<b>2024 年「祈祈杯」世承擊劍聯賽 (第七站)</b>		
U12 女子重劍團體	第一名	(1)
U14 女子重劍	第三名	(1)
<b>2024 年廣東省「世承杯」擊劍聯賽 (第八站)</b>		
U12 女子重劍團體賽	第二名	(1)
<b>2024 萬國擊劍 VCL 城市聯賽總決賽</b>		
U14 女子重劍	第三名	(1)
<b>大坑關愛隊青少年劍擊回歸盃</b>		
U14 女子重劍	亞軍	(1)
<b>2024 BSF. Allstar Hong Kong MiniMe Fencing Invitational</b>		
U12 Girls Epee	2nd Runner-up	(1)
<b>Inter-School Fencing Competition 2024-2025 Kowloon Area</b>		
Individual Girls C Grade Epee	Third	(1)
<b>7. Rhythmic Gymnastics</b>		
<b>2025 年全港藝術體操分齡比賽</b>		
預備級 SA 組 徒手操	第一名	(1)
<b>8. Skate</b>		
<b>ISI Skate Hong Kong 2024</b>	First	(1)
<b>9. Stacking</b>		
<b>2025 March Madness Online Sport Stacking Competition</b>		
All Around Female	2nd Place	(1)
<b>2025 全港競技疊杯運動公開賽</b>		
公開組 個人賽 3-6-3	冠軍	(1)
公開組團體 3-6-3 計時接力項目	冠軍	(1)
公開組 2 人接力項目	亞軍	(1)
<b>2024 香港競技疊杯運動夏季挑戰賽</b>		
公開組別 對抗賽 3-6-3 項目	第二名	(1)



**2024 元朗區青年節競技疊杯錦標賽**

團體接力 3-6-3 對抗賽

季軍

(1)

**10. Swimming****2024-2025 Inter-School Swimming Competition**

Division Three Girls A Grade 50m Free Style	Champion	(1)
Division Three Girls A Grade 50m Breast Stroke	1st Runner-up	(1)
Division Three Girls A Grade 200m Free Style	1st Runner-up	(1)
Division Three Girls B Grade 4x50m Free Style Relay	Champion	(4)
Division Three Girls Overall	1st Runner-up	(HFCC)
Division Three Girls A Grade 4x50m Free Style Relay	2nd Runner-up	(4)
Division Three Girls C Grade 4x50m Free Style Relay	2nd Runner-up	(4)

**Kit Sam Lam Bing Yim Secondary School Annual Swimming Gala**

4x50m Freestyle Invitation Relay	1st Runner-up	(4)
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**2024-2025 St. Mary's Canossian College Swimming Gala**

4x50m Freestyle Invitation Relay	2nd Runner-up	(4)
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**11. Taekwondo**

2025 敢·動 XTOT Sports 跆拳道品勢及競技比賽

高級組 反應王	冠軍	(1)
高級組 速度王	亞軍	(1)
高級組 力量王	季軍	(1)

**Services and Leadership****1. 2024-2025 年度西九龍總部青年步操比賽**

冠軍 (HFCC)

**2. 2024 西九龍總部傑出紅十字青年會員選舉**

傑出紅十字青年會員 (1)

**3. 2024-2025 年度九龍城區傑出學生選舉**

高中組 優異獎 (1)

**4. 第 17 屆黃大仙傑出學生選舉**

(1)

**Scholarships****External****1. 2024-2025 Sir Edward Youde Memorial Prizes** (2)**2. 2024-2025 Rev. Joseph Carra Memorial Education Grants**  
S4-6 Students (1)**3. 2024 Ng Teng Fong Scholarship** (1)**4. 2024-2025 HKICPA/HKABE Joint Scholarship for BAFS** (1)

## VII. School Financial Summary

### Financial Report as at 31 August 2025

Particulars	Surplus B/F & Income \$	Expenditure \$	Balance \$
<b>I. Government Funds</b>			
(1) EOEBG (Accumulated Surplus 2023-2024 B/F)	5,485,865.64		
(a) Baseline Reference	2,147,676.87	2,114,852.45	
(b) Administration Grant	4,208,193.92	3,658,990.78	
(c) Capacity Enhancement Grant	676,944.00	442,774.08	
(d) Composite Information Technology Grant	520,386.00	658,336.86	
(e) Air-conditioning Grant	614,412.25	455,800.40	
(f) School-based Speech Therapy Admin Grant	8,541.00	0.00	
(g) School-based Management Top-up Grant	53,385.00	46,800.00	
(h) Amount transferred to Other Grants	0.00	36,593.24	
(i) Reserved Fund for Severance/Long Service Payment	171,359.53	0.00	
Sub-total:	13,886,764.21	7,414,147.81	
Surplus of EOEBG:			6,472,616.40
(2) Grants outside EOEBG (Accumulated Surplus 2023-2024 B/F)	3,644,822.15		
(a) Home-School Cooperation Grant	26,044.00	26,044.00	
(b) Teacher Relief Grant	7,129,806.16	4,923,515.85	
(c) Understanding Our Motherland Programme	56,000.00	56,000.00	
(d) Teacher Training Grant (SEN)	12,978.00	12,978.00	
(e) Diversity Learning Grant	59,740.25	45,000.00	
(f) Senior Sec. Student Mainland Exchange Programme	28,952.00	28,952.00	
(g) Moral and National Education Support Grant	530,000.00	0.00	
(h) Information Technology Staffing Support Grant	353,278.80	353,278.80	
(i) Grant for the Sister School Scheme	260,783.00	94,954.12	
(j) Promotion of Reading Grant	103,669.21	57,114.86	
(k) Learning Support Grant	436,988.30	428,071.85	
(l) Grant for Supporting NCS-SEN	106,769.00	106,769.00	
(m) Life-wide Learning Grant	1,672,510.48	1,254,266.64	
(n) Student Activities Support Grant	44,850.00	44,850.00	
(o) School-based Speech Therapy Set-up Grant	738.00	738.00	
(p) One-off Grant for Supporting the Implementation of the Senior Sec. Subject Citizenship and Social Development	224,092.00	224,092.00	
(q) Mental Health at School	40,540.75	40,540.75	
(r) Mental Health – Parent & Student	17,911.00	17,911.00	
(s) Parent Education	200,000.00	52,789.00	
(t) Promotion of Chinese Culture Immersion Activities	300,000.00	64,528.00	
(u) Promotion of Sports Ambience and MVPA60	150,000.00	127,495.00	
(v) Prom. Self-Directed Language Learning_English	200,000.00	0.00	
(w) Prom. Self-Directed Language Learning_Putonghua	200,000.00	15,630.00	
(x) Grant for Support for NCS	186,491.00	181,360.00	
(y) IT-Lab Programme	156,713.00	153,023.00	
(z) Pilot Scheme on Other Languages	250,000.00	0.00	
(aa) Hong Kong School Drama Festival	3,950.00	3,950.00	
(bb) Greening School Subsidy Scheme	2,000.00	2,000.00	
Sub-total:	16,399,627.10	8,315,851.87	
Surplus of Grant Accounts Outside EOEBG:	-3,644,822.15		4,438,953.08
<b>II. School Funds</b>			
(Accumulated Surplus 2023-2024 B/F)	6,558,958.18		
(a) Tong Fai	7,575,740.11	2,682,342.36	
(b) Approved Collection for Specific Purposes Account	617,672.26	23,580.00	
(c) School Development Fund	106,683.12	0.00	
(d) Student Scholarship Fund	348,446.56	64,000.00	
(e) OLE Development Fund	674,623.82	421,902.60	
(f) Student Welfare Fund	391,125.44	26,676.00	
Sub-total:	16,273,249.49	3,218,500.96	
Surplus of School Funds:	-6,558,958.18		6,495,790.35
Surplus of Government Funds 2024-2025:			10,911,569.48
Refundable to EDB 2024-2025:			(6,367.12)
Accumulated Surplus of Government Funds 2024-2025 B/F 2025-2026:			10,905,202.36
Accumulated Surplus of School Funds 2024-2025 B/F 2025-2026:			6,495,790.35
<b>Total Accumulated Surplus as at the End of 2024-2025 School Year:</b>			<b>17,400,992.71</b>

## Evaluation of the Use of Various Grants

### *EOEBG for School-Specific Grants*

#### Capacity Enhancement Grant (CEG):

- An experienced Physics Teacher was recruited to boost students' competence. The use of teacher-designed equipment in demonstrations increased students' interest in studying physics, which helped them apply physics knowledge to daily situations. Besides, students learned more exam-style question-answering skills in the tutorial classes. Improvement was shown in the internal assessments.
- An IT Administration Officer was recruited from September 2024 to August 2025 to offer help in the integration of mobile computing devices and information technology in teaching effectively. As reported by teachers, the IT Administration Officer could assist them in their lesson preparation.
- Enhancement and Remedial Programmes
  - Chinese and Mathematics: According to the evaluative feedback from tutors, the majority of students showed improvement in assignments.
  - Updated arrangements on
    - Jolly Learning Club (JLC) and Chinese Language After-school Classes: The Learning Support Grant (LSG) instead of the CEG was used.
    - Summer Bridging Course: The Teacher Relief Grant (TRG) instead of the CEG was used.

#### Composite Information Technology Grant (CITG):

- The evaluation of the use of CITG revealed generally positive feedback from teachers, non-teaching staff and students. Many expressed their satisfaction with the IT equipment, including software licenses and internet access, noting their effectiveness and reliability. However, there were concerns regarding the availability of iPads for two classes concurrently. While the number of iPads was sufficient, some devices were damaged or out of order, and the lack of extra iPads for swapping led to challenges during lessons. To address this issue, additional iPads would be purchased in the next academic year to ensure that backups were available for immediate use. This would help maintain a smooth and effective learning environment for all students.
- The IT and AV technician consistently responded promptly to support requests. Their efficient handling of technical issues ensured minimal disruption to staff members' workflow and enabled them to resume their tasks quickly. Their ability to address and resolve problems promptly reflected their dedication to providing efficient support services.

In summary, the Composite Information Technology Grant was highly effective in fulfilling its objectives. By providing the necessary resources, including software licenses, stable internet services, and proficient technical support, the grant significantly enhanced the technological capabilities of the school.

#### School-based Speech Therapy Administration Recurrent Grant:

No student with Specific Learning Impairments (SLI) was reported this year. The grant was not used.

#### School-based Management Top-up Grant (SBM – TUG):

- To refresh and update school administrators on important issues in school management and development, the SSB-based seminar regarding “Canossian Charism and Education” conducted by Sr Agnes Law was held on 16 October 2024 and “Understand the IMC’s liability and the strategies for handling complaints and disputes from a legal perspective” was conducted by Professor Albert So on 11 April 2025. Attendees consistently agreed that the seminars were inspiring and useful due to the engaging speakers and thought-provoking discussions, and informative because of the detailed content provided. Both seminars were found to be useful.

#### *Other Grants outside EOEBG*

#### Teacher Relief Grant (TRG):

- The History Teacher employed possesses substantial subject expertise and demonstrates strong pedagogical skills, particularly in engaging students and enhancing their motivation and interest in History. The teacher’s proficiency in teaching senior levels is especially notable, with a clear impact on students’ development of examination techniques and preparedness for the HKDSE History examination. The History Teacher could enhance students’ interest in the subject and their competence in History was fostered.
- The teacher adopted different strategies to arouse students’ interests in learning. At the S1 level, the Geography teacher integrated the learning of oceans and continents with Google Earth. Students had to identify five different places they wanted to visit in five different countries on five different continents by Google Earth. At the S2 level, the teacher allowed students to refer to different case studies on water problems in China, including flooding and drought, and explore the feasibility of using various renewable powers in China by a self-directed learning approach. At the S4 level, the teacher encouraged students to examine the sustainable development of Hong Kong, such as vertical greening, by introducing different video clips. Through various teaching and learning strategies, students reflected that all these could increase their interest in learning Geography. Students’ competence in Geography and History was increased.
- Both Mathematics Teachers excelled in their roles, demonstrating a strong commitment to catering for learner diversity and enhancing students’ competence in Mathematics. Their meticulous approach to marking and feedback ensured that students received the support they needed; collaborative efforts and additional tutoring sessions beyond school hours were offered to less-achieving students and students taking M2. Their dedication to addressing the varied needs of their students led to measurable improvements in student performance and overall engagement in Mathematics. It was seen that students’ competence in Math was enhanced.
- Both CS and L&S teachers did their best to cope with the diverse needs of students with varied abilities, ranging from the gifted ones to those with learning difficulties. Students learned better with differentiated instructions and could be more effectively engaged in learning. As observed in internal assessments, students’ competence in subjects could be further enhanced.
- Two Teaching Assistants were recruited from 2 September 2024 to 31 August 2025. They assisted

teachers in promoting mental health activities, supporting the STEAM Team, taking non-teaching duties like carrying out patrol duties and accompanying students to outings.

- Four supply teachers were recruited to substitute for teachers who took study leave and sick leave. Moreover, four supply teachers were recruited to accompany S1-S3 students on the mainland educational trips. They were found to be professional and helpful as they helped relieve teachers' workload.
- Students in the Summer Bridging Course participated actively in class, and the majority of them agreed that the programme helped them adapt to the new school environment with English as the medium of instruction, effectively introduced the school culture to them, and helped them to have a smooth transition from primary to secondary school life. Comments and observations by the tutors were passed to S1 teachers after the course to better prepare them to cater to the diverse learning needs of students.
- A small portion of the TRG was allocated to appoint a Chinese Language Teacher who provided targeted support to a Non-Chinese Speaking (NCS) student. For details, please refer to the "Additional Funding for NCS" evaluation.
- The recruitment of a STEAM tutor was a positive step which significantly enhanced educational support. This provided students with expert guidance to deepen engagement and foster critical skills in STEAM. As observed by teachers, the tutor could bolster students' critical thinking by challenging them to analyse complex problems and innovate solutions. Students agreed that the specialized support ignited their interest in STEAM subjects.

#### Diversity Learning Grant (DLG):

- Our school encouraged students to participate in gifted programmes organized by different institutions. Cindy Chen of S3D applied for the Secondary Schools – The Hong Kong University of Science and Technology (HKUST) Dual Program and was admitted. She experienced the university's teaching methods and learning environment, which broadened her academic horizons. In addition, Eva Wu of S3D applied for the summer gifted program organized by the Chinese University of Hong Kong. Three students, Sherri Ng of S4A, Nicole Chan and Cindy Leung of S4B, participated in the "Set life on Fire Service Project" organized by Canossa International Voluntary Service (VOICA) to organize summer activities for students at Canossa Primary School. While taking care of children in need, they also understood that it was more blessed to give than to receive, learned to care for those around them, and experienced the humility and charity of our Foundress. Through different gifted programmes, students actualised their potential and talents, and they attained all-round development in a holistic and well-balanced way.
- Two S5 girls and one S4 girl joined the Network PE Programme which was organized by NEOWISE LIMITED. They attended the lesson every Saturday in Lai King Catholic Secondary School with other sports elites from other schools like Kwun Tong Maryknoll College, Maryknoll Convent School (Secondary Section) and Wah Yan College, Hong Kong. The company offered both theoretical lessons and practical training to the students, enabling them to prepare well for DSE PE. The company provided attendance records to ensure accountability. Regular updates helped monitor student engagement. Comprehensive assessments were conducted, allowing a clear understanding of student performance.
- By participating in the network Music programme, students demonstrated an understanding of DSE-

level music elements, structures, and compositional devices, as well as the ability to respond critically to diverse music genres and styles in relation to their cultural and historical contexts. They could create and arrange music using appropriate compositional devices. Overall, students were actively engaged in the process of acquiring DSE knowledge.

#### Information Technology Staffing Support Grant (ITSSG):

- The evaluation of our IT technician yielded positive feedback from teachers regarding their performance. Teachers noted that the information systems were consistently well-maintained, contributing to a reliable and efficient learning environment. Moreover, technical support for e-learning was commendable. Teachers reported prompt assistance and clear guidance when technical issues occurred, which significantly improved their overall experience with technology in the classroom.

#### Additional Funding for Non-Chinese Speaking Students (NCS) together with the TRG:

- In curriculum design, the teaching materials used were the “Chinese Language for Non-Chinese Speaking Students” textbooks compiled by the EDB and the Hong Kong Polytechnic University. Regular vocabulary dictation exercises were conducted, and various practice methods, such as matching exercises and fill-in-the-blanks, were employed to reinforce students’ memory of words. The use of information technology, such as the Chinese learning app “Living Chinese”, could raise students’ interest in the Chinese Language. Overall, the Chinese Language Teacher could enhance students’ interest and standard in the subject and assist the NCS student in acquiring the language. The student concerned agreed that she had developed an interest and ability in Chinese Language and Culture. Her confidence and performance in this subject were enhanced.

#### Grant for the Sister School Scheme:

- On 7 March 2025, the Principal and 13 teachers led all S2 students to visit our sister school in Shenzhen. Through performance programmes, participation in classes and campus visits, teachers generally believed that this visit could enhance their understanding of the education system in the mainland, and they had also benefited a lot from the professional exchanges with teachers from the sister school. 94% of the students believed that the tour helped increase their understanding of mainland education; 88% of the students believed it helped enhance their understanding of Chinese culture and technology. Students considered participating in the tour to be highly beneficial. Furthermore, purchasing video conferencing facilities could not only enable professional exchanges between teachers from the two schools, but also facilitate the organization of various online activities. For example, an online-friendly debate competition was held for the first time on 18 June 2025. Through the competition, the teacher adviser of our school’s debate team believed that the debaters could improve their debating skills and enhance their language proficiency in Putonghua. Indeed, it was a successful cross-regional and cross-cultural competition.

#### Promotion of Reading Grant (PRG):

##### *Procurement of Library Books and e-reading resources*

The following findings showed that students read broadly and widely outside the syllabus and benefited from the range of resources offered. It was seen that their motivation and interest towards reading were further enhanced through the school-based Reading Award Scheme and the activities organized.

#### *Students' usage of library resources*

- SLS: The total number of loans was 6731, compared to 3992 last year.
- Wheelers: The total number of loans was 395 (396 last year), with 92 active patrons and 201 active loans.
- Scienceflix: The number of documents accessed was 1,074, with 309 log-in sessions.

#### *Implementation of the Reading Award Scheme*

- The newly introduced “Soar with Reading” Programme resulted in more students borrowing books recommended by subject departments, as shown in the increased circulation record. Book/food coupons were given to students who collected a designated number of stamps. The programme was better received among junior form students than senior form girls.
- Prizes and certificates were given to students who submitted quality book reports via Google Classroom, screened by Library Prefects, and selected by Chinese and English teachers.

#### *Organization of library activities*

- Joint-school poetry workshops (involving seven schools) were organized, with a visit to Ping Chau for inspiration to write descriptive poems. On 15 February 2025, five S3 and S5 students took part in a joint-school literary tour (held by the Inter-school Library Alliance) to an excursion in Ping Chau to learn about writing and photography, hosted by Ms Louise Ho (羅樂敏), a poet and literary editor, and Mr Piu Tsui (隋彪), a freelance photographer and also an award-winner of the Hong Kong Photo Contest 2023. According to a survey that followed, students expressed that the activity was useful in enhancing their creative writing skills, and the events were well-planned. They would like to receive more comments and advice on their poems from the speakers and have more physical activities added to the tour.
- Joint-school literary talk and walk with Wah Ying College was organized. On 12 April 2025, 15 S4 and S5 Chinese and English Literature students participated in a joint school literary tour in Tokwawan together with Wah Ying College, hosted by Ms Yi Huang, a local author and editor. After a one-hour talk to introduce the famous writer XiXi's life and work, students and teachers embarked on a tour to take a look at Xixi's old place of residence, the places where she did her writings and read some excerpts of her work together. Students from the two schools found it rewarding as they learned from each other and the speaker through engaging in a small writing task, which would be displayed in the libraries of both schools.
- Besides, the grant was used to implement the Road to 5\*\* Programme for senior-level students. Student participants of the Road to 5\*\* Programme agreed that the materials were useful for their academic enhancement.

#### *Learning Support Grant (LSG):*

- Students with special needs agreed that the strategic study groups, peer tutoring, and circles of friends were found to be useful.
  - Jolly Learning Club (JLC) – Updated arrangements: Learning Support Grant (LSG) instead of

CEG was used.

- ✧ In junior levels, the attendance rate was more than 86.4%. Generally, most students in the JLC were quite attentive, and some actively asked questions about their homework, especially for mathematics. Although some were talkative and occasionally struggled to focus fully on tasks, they completed assigned work and maintained a positive attitude toward learning. Some students were willing to ask questions, and all were respectful and cooperative with peers and teachers. It would be beneficial if they could arrive at the classroom more punctually and stay focused on their homework, especially towards the end of the lesson. Adding a reward system is suggested to increase their motivation and improve their academic results.
- ✧ The senior section was an after-school academic support programme targeting 16 students from S4 to S6. The initiative aimed to provide structured homework guidance and foster improved study habits among students identified as academically less inclined. A total of 35 sessions were conducted across the academic year. In addition, two mindfulness workshops were organized following the first and second tests to support students' emotional well-being and stress management. The programme was facilitated by two alumnae and three teachers who rotated duties to ensure consistent supervision and academic support. Despite occasional disruptions due to school activities such as Christmas rehearsals, student health checks, SBA assessments, and external outings, the overall attendance rate remained satisfactory, ranging between 85% and 90%.
- ✧ According to the end-of-year student survey, 80% of participants agreed that the JLC helped them concentrate better on their studies after school. Furthermore, 66.6% of respondents either agreed or strongly agreed that they received adequate homework support through the programme. Over 50% of students reported that the JLC helped reduce their homework-related stress and enabled them to clarify academic doubts more effectively. Feedback from the tutors was largely positive; they observed that most students were attentive and engaged during sessions. Given the high demand for mathematics support, as indicated by student feedback, the programme would continue to prioritise the recruitment of tutors with strong mathematics proficiency in the upcoming academic year.
- ✧ Overall, the majority of students concerned agreed that the club was effective in raising their confidence and effectiveness in learning and enabling them to cultivate their positive values and attitude. The JLC demonstrated positive outcomes in supporting the academic and emotional needs of conditionally promoted students, and its continuation would be recommended.
- Chinese Language After-school Classes – Updated arrangements: Learning Support Grant (LSG) instead of CEG was used.
  - ✧ The Chinese Department arranged classes for some students with special needs together with



other S5 students. The attendance rate was 87.2%. The majority of participants agreed that enhancement classes improved their study skills and enhanced their language standard, exam skills and confidence. Their knowledge and understanding of Chinese culture and values were also strengthened, with their academic performance improved. All students agreed that the course handouts were valuable and that the course content and organization were appropriate. Over 90% of students actively participated, understood the material taught, and supported the school in organising similar courses again.

- Miss Grateful Programme was organised by two School Social Workers to promote gratitude and positive values among those with special needs.
- Values Education Programmes focused on enhancing students' understanding of core values. Establishing friendship is a complicated process, students might neglect the needs of others while they were fulfilling their own. In the programme, students learned to understand how to improve interpersonal relationships and maintain friendships with others, especially how to respect the SEN students. Through participating in a series of experiential activities, students learned the values like Perseverance, Respect for Others, Responsibility, Commitment, Integrity, Benevolence, Empathy and Unity.
- Through adventure orienteering, students and SEN students learned to cherish opportunities and make use of limited resources to identify their goals and the consequences of their choices together. Students learned the values like Perseverance, Respect for Others, Responsibility, Commitment, Integrity, Unity, Law-abidingness and Diligence.
- Sand Painting Groups and Music Classes offered a creative outlet for some students with special needs, promoting relaxation and self-expression.
- HI Partner Programmes with dogs brought to the campus encouraged interaction among students, fostering SEN students' communication through the relationship built with each other.
- Leadership Training Sessions helped students with special needs develop social skills and gain confidence through leadership opportunities.
- Clinical Psychologist Counselling aimed to reduce psychological distress and enhance psychological well-being. Clinical Psychologist supported students with special needs, dealing with their problematic emotions, behaviours, life events, and relationships.
- For the CLP programmes, students typically reported a positive experience with the CLP individual training workshop, appreciating the opportunity for personalized guidance and support on their specific challenges or career goals. They often find the tailored one-on-one mentorship meaningful for gaining valuable advice and fostering professional and personal growth.

It was found that the implementation of different activities enabled students to recognize and respect individual differences as well as helping students with special needs learn their life skills.

#### Life-wide Learning Grant (LWLG)

- English Drama Workshops: This year, the Drama Workshop was organized in response to the Hong Kong School Drama Festival's requirements. Through activities such as improvisation, role-playing, and script interpretation, students enhanced their language proficiency, confidence in performance, and self-

expression in English. Additionally, their creativity and imagination were fostered. The workshop also strengthened teamwork and collaboration, as demonstrated by students' active participation in drama competitions and their improved problem-solving skills throughout the process. Furthermore, backstage members developed technical expertise in stage management, lighting, and sound effects.

- **Chinese Classical Dance:** Most of the team members developed their confidence and gained stage experience through various examinations, performances and competitions. Students could also gain a deeper understanding of the cultures of China's ethnic minorities through Chinese dance. This helped them develop a stronger appreciation for these cultures. The dance culture was also enhanced in school. Besides, committee members could use dance to enhance members' cohesion, cooperation and self-discipline. Our coach, Ms Ivy Chan, had also noted significant improvements in students' dance skills, and they got satisfactory results in competitions. Thirteen team members (Group A) sat for the exam, Grade 8, organized by the Beijing Dance Academy Graded Examination on Chinese Dance. Group B team members performed on stage during the Graduation Day and the Year-end Celebration. Besides, they participated in the 61st Schools Dance Festival and got excellent results.
- **Instrumental Learning Programme & other music groups:** Various music groups, ranging from choir, orchestra and ensemble groups participated in different music festivals and won several awards. The amazing results showed how hard everyone in the music team worked together. The music teacher and tutors agreed that students were more serious about music-making and appreciation. Besides, by participating in various music teams, students' musicianship and interest were developed, positive values and attitudes were cultivated, as well as the leadership skills of some potential student leaders were elevated. Their whole person development, with their sense of belonging to the group and the school, was fostered.

*The evaluation of the rest of the items was presented in the Report on the Use of the LWL Grant.*

#### Student Activities Support Grant (SASG):

- In the 2024-2025 school year, there was a slight decrease in students' applications for the SASG, with only 6 students applying compared to 10 in the previous year. The EDB provided a total of \$44,850 for the SASG. Notably, all applicants, except one who included the cost of an education trip amounting to \$26,000, received between 95% to 100% of the funds they requested. The SASG effectively achieved its goal of enabling students to participate in life-wide learning activities by covering a diverse range of opportunities. In addition to regular instrumental classes and training through various sports clubs, the grant supported participation in nationwide writing competitions, speed stacking, external instrumental classes, and a PTA-organized visit to Shenzhen. This demonstrated how the grant empowered less well-off students to engage in a variety of activities that aligned with their needs and interests, enriching their educational experience.

#### One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (CSG):

- Numerous outings were organised using the grant this year. Students could relate the highlights of the outings to their learning. They learned more about the history, cultural conservation, information literacy, national security and the country's latest developments. Students treasured the opportunity to learn through different outings. They could reflect on their experiences and be more willing to shoulder their responsibilities as citizens and Chinese.
- Moreover, the learning materials procured using the grant have helped teachers prepare effective learning and teaching materials.

#### One-off Grant for Promotion of Chinese Culture Immersion Activities:

The grant was deployed to subsidize accompanying teachers in mainland educational trips, organise the Chinese Culture Day and student learning activities related to the Chinese culture. No procurement of learning and teaching resources on Chinese culture was carried out.

- The grant primarily funded the implementation of Chinese Culture Day and subsidized accompanying teachers for mainland educational trips. The Chinese Culture Day featured engaging face-changing performances, interactive booths, and workshops designed to spark students' interest in traditional Chinese culture and strengthen their sense of national identity. Survey results indicated that the majority of respondents believed the event significantly enhanced their appreciation for Chinese culture and reinforced their connection to national heritage. This positive feedback underscored the effective allocation of the grant.
- The school-based National Education Day was successfully launched in May 2025. The educational trips to mainland China aimed at fostering cross-cultural understanding and citizenship while deepening students' knowledge of our nation's history and development. Survey results revealed that most respondents expressed satisfaction with the itineraries and reported a significantly improved understanding of the subjects related to their tours. Accompanying teachers noted that these mainland educational trips greatly assisted students in grasping the history, culture, and contemporary developments of our country.
- It was agreed that the student learning activities, like the Chinese Opera, provided students with multifarious cultural learning experiences to increase their interest in and understanding of Chinese culture.

#### One-off Grant for Mental Health at School:

- Wellness Programmes were designed by the Pastoral Care Board to support students' mental health and well-being, focusing on the emotional, spiritual, and sometimes physical well-being of individuals. Students agreed that the activities enhanced their positive emotion, relieved stress and practised self-care, while teachers believed that the related activities and programmes were in line with the yearly theme "Staying Active Staying Healthy".

#### One-off Grant for Mental Health of Parents and Students:

- The grant was deployed to hold an 8-day mental health exhibition in late February 2025, during the Guidance Week and the Parents' Day. The exhibits of the local original character "Dustykid" were placed all over the school campus to provide an immersive environment. Teachers, school social workers, parents and students reflected that the author of the exhibits used the warm and heartfelt illustrations to encourage everyone to face their emotions and challenges. The exhibition offered parents and students a fresh perspective on "failure" and the ways to tackle it. Mental well-being and positive mindset were promoted.

#### One-off Grant for Parent Education:

- The grant was deployed to use on a series of parents' seminars, a school-based family education programme, and a PTA Newsletter, which was highly effective in achieving the objectives. Feedback from questionnaires indicated that parents were satisfied and that the seminars could enhance their understanding of adolescent development. Teachers agreed that the seminars and programmes promoted healthy, happy, and balanced development of adolescents and affirmed that the training sessions successfully met their intended goals. In addition, both parents and teachers agreed that the family education programme and PTA newsletter strengthened home-school cooperation and communication, fostering a more collaborative environment.

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

- The acquisition of technology for assessing fitness through a 9-minute run assessment was useful to promote the sports ambience. This tool enabled teachers to efficiently evaluate student fitness performance. The allocation of the grant for subsidizing student participation in various physical education activities significantly broadened students' exposure to sports. Activities such as sports club trainings, singing bowl yoga sound healing workshops, yoga, archery, and bowling allowed students to explore various interests. The purchase of new PE equipment, including volleyballs, frisbees, shot puts, and discuses, had a substantial impact on the physical education curriculum as access to a wider range of equipment allowed for providing diverse sports offerings and catering to different student interests and abilities.

All these activities helped students release emotional stress and develop the habit of regular exercise. Teachers agree that the learning and teaching materials procured were conducive to the promotion of sports ambience and MVPA60 in schools.

## Appendices

### Staff Development

- On 26 August 2024, all staff gathered in the school hall to partake in the joint school staff development workshop on National Security Education. An experienced solicitor and professor, Professor Albert So, elucidated teaching staff on issues concerning the national anthem and emblem, as well as the flag-raising ceremony. The workshop was informative and practical, acquainting staff with the basic concepts and laws on the collection and use of personal data and how they can apply those concepts in everyday teaching and organisation of extended learning activities for students. After the workshop, the Coordinator of the Staff Development Team, Ms Hannah Li, presented the new two-year appraisal system introduced by the School Sponsoring Body to all teaching staff, to be implemented starting from the 2024-2025 academic year. The revamped appraisal forms, which entail teachers' active reflection on their teaching and administrative duties and work on student support, were presented with details highlighted. After the lunch break on that day, our school's Educational Psychologist, Ms Kerys Chen, held a workshop, giving advice and tips on how teachers can better support students with mental illness. The talk introduced signs of students with emotional problems, helping with teachers' early identification, strategies and adaptation measures to be taken by the school to help students better lead a normal school life. In the last session of that day, the Service Supervisor of the Positive Education Laboratory of the City University of Hong Kong, Mr Remus Kwok, was invited to enlighten teachers on positive discipline in education. He shed light on the benefits of becoming a tender but firm educator in grooming students into individuals who can make good use of their character strengths. This enhanced the teachers' understanding of the significance of building a supportive teacher-student relationship and how this can help students boost their value-based happiness for their well-being.
- Gathering on 19 October 2024 at Canossian Missions at Caine Road, the new teachers of this year participated in the New Teachers' Induction. Sr Veronica Fok introduced the spirit of Canossian education while the Principal of St. Francis' Canossian College, Mr Kenneth Law, and his colleagues shared with new teachers the education philosophy and its application in our daily work as Canossian educators. Then, the new teachers were arranged to visit the heritage, the chapel and the artefacts exhibition in the Canossian Mission. They learned more about the history and charity work of our sponsoring body.
- On 30 October 2024, all teaching staff gathered to be further inspired by positive psychology principles in a one-hour workshop held by Mr Remus Kwok. Teachers had their understanding of the relationship between failures and emotions enhanced through Mr Kwok's real-life examples and principles in psychology. This can also help students better build positive emotions, enhance personal resilience, promote mindfulness and encourage a healthy lifestyle. The session ended with teachers being engaged in a thought-provoking task of writing their own "Failure resumes". That was a timely reminder that all and sundry do experience failures in life. After a break, a STEAM laser cutting and engraving workshop was organised by two members of our STEAM Team, Mr Nicolas Chan and Ms Crystal Choi. The session began with some skills training on engineering and technology of using the laser-cutting and engraving software. The workshop gave teachers some hands-on experience with using the laser-

cutting and engraving software.

- On 21 January 2025, as part of ongoing efforts to foster well-being in our school community, a staff development workshop was organised by Mr Kwok to equip teachers with tools to promote positivity. Titled “Think from Multiple Perspectives: The Power of Negative Thinking”, the session challenged conventional assumptions by demonstrating how optimism – often perceived as an innate trait – can be cultivated through training and practice. Teachers were equipped with strategies to foster cognitive flexibility in students, empowering them to navigate emotional upheavals and mood swings amid life’s challenges.
- The Staff Outing held on 26 March 2025 blossomed into an enriching occasion dedicated to enhancing the well-being of our teachers. The enlightening activities, including a hands-on milk tea production workshop and a walk in the Kai Tak Sports Park, were designed to foster inner peace and collective joy. The day culminated in a scrumptious lunch, providing a warm opportunity for teachers to connect and relax.
- On 28 May 2025, our Head of Music Department, Ms Angel Leung, was honoured to be invited by the Education University of Hong Kong as one of the speakers in a symposium titled “Advancing Chinese Traditional Culture in Greater Bay Area Schools – Symposium for Cantonese Opera Teaching 2025”. She presented on “Promoting Values Education through Cantonese Opera”, a topic that explored the vertical continuity and lateral coherence of the Cantonese Opera curriculum.
- On 30 May 2025, with renewed energy and passion, all teachers continued to inspire and guide, undergoing a comprehensive whole-school review using the Planning-Implementation-Evaluation (P-I-E) cycle for ongoing improvement. This process would foster a more nurturing and effective learning space for our students.
- On 2 June 2025, thirty-two middle managers proceeded to St. Francis’ Canossian College (SFCC) to attend a talk on the experience sharing of the External School Review. This was a fruitful session as significant insights were gained from the SFCC Principal, Mr Kenneth Law, and his dedicated team of teachers. Moreover, the experience shared fosters a more collaborative environment and strengthens middle managers in their crucial roles as coordinators of teams and heads of departments, contributing to the overall enhancement of the school’s development.

## **Way Forward**

In a year marked by God’s grace, the unwavering commitment and pursuit of excellence from every school member have truly blessed our school. As Holy Familians, we journey onward together, filled with hope for the opportunities that await, fostering a culture of self-love and mutual support. We further aim to deepen our connections, building strong relationships and empowering each individual to be an active and healthy contributor to our school’s well-being. Let us continue to flourish in God’s love, faith and peace, nurturing self-love and collective wellness as we walk hand-in-hand as one family in HFCC.

## **Submission of Annual School Report 2024-2025**

### **for Endorsement by the Incorporated Management Committee**

Submitted by:

\_\_\_\_\_

**Ms CHENG Ming Wai, Cara**

*Principal*

*The IMC of Holy Family Canossian College*

Endorsed by:

\_\_\_\_\_

**Sr SHIU Yuen-fun, Magdalen**

*Supervisor & Chairperson*

*The IMC of Holy Family Canossian College*

Date: 16 October 2025

# **Respecting Life in Praise and Gratitude for God's Creation**

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