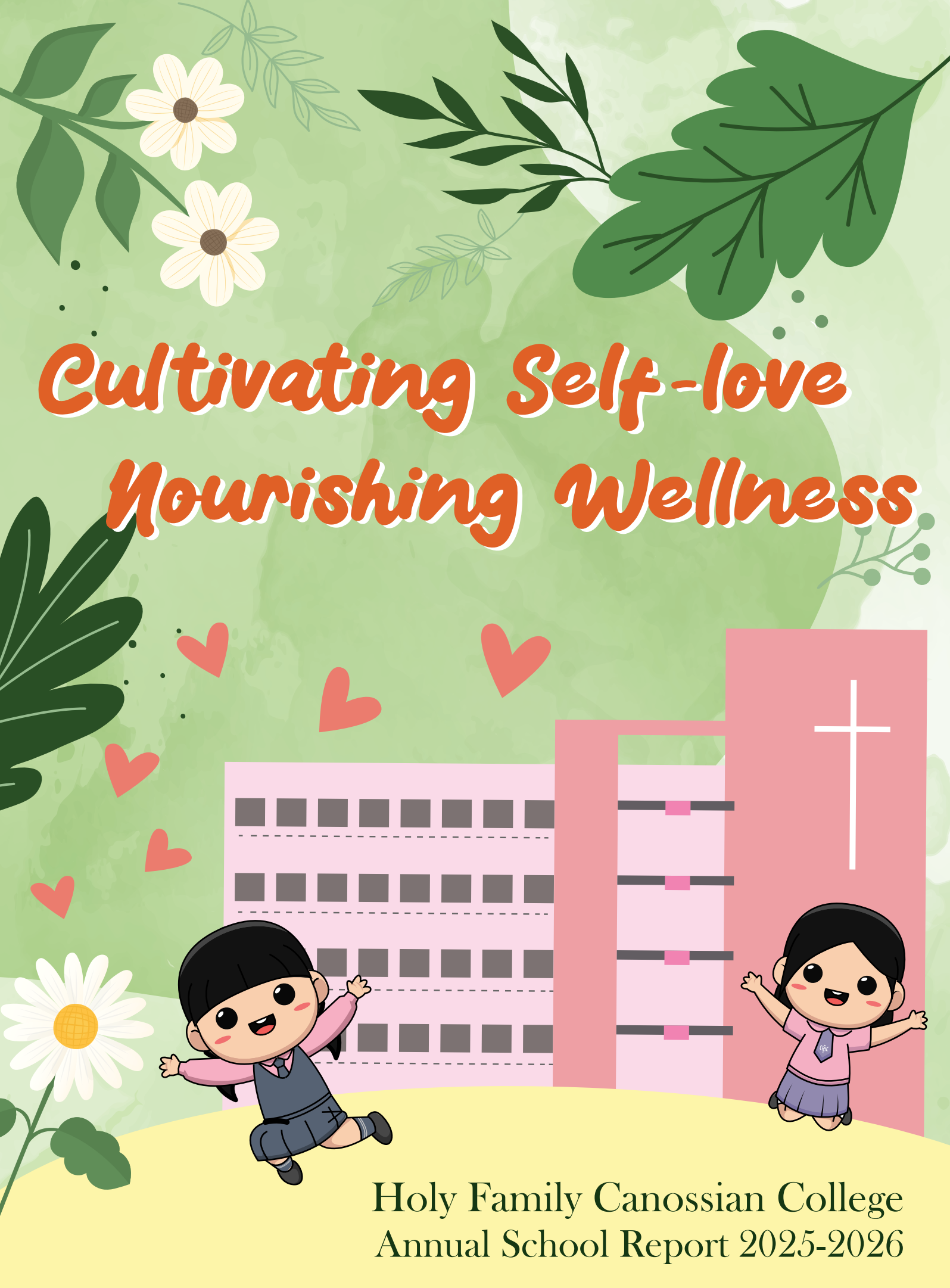
Cultivating Self-love Nourishing Wellness



Holy Family Canossian College
Annual School Report 2025-2026

CONTENTS **Page**

I. Our Vision-Mission 1

II. Our School

- Introduction to the School 2
- School Premises and Facilities 2
- School Management 2
- Our Teachers 3

III. Our Students

- Class Organization 3
- Student Attendance 3
- S6 Graduates' Movement 4
- Support for Student Development 4

IV. Our Learning and Teaching

- Key Areas 6
- Curriculum 11
- Number of Active School Days 12
- Lesson Time for the Eight Key Learning Areas 12

V. Major Concerns (Achievements and Reflections)

- To promote a healthy lifestyle and develop the habit of regular exercise in promotion of physical health 13
  — *Staying Active Staying Healthy*
- To promote self-love to reach a higher state of well-being and enhance personal attributes 15
  — *Cultivating Self-love Nourishing Wellness*
- To nurture students to have a growth mindset, embrace diversity to cope with changes and challenges, and respect all creatures 20
  — *Embracing Diversity Nurturing Respect*

VI. Performance of Students

- Students' Potential and Achievements 23
- Summary of International and Inter-school Activities and Prizes Won 28

VII. School Financial Summary

- Financial Report 36
- Evaluation of the Use of Various Grants 37

Appendices:

- Staff Development 45
- Way Forward 47

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 663 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 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.

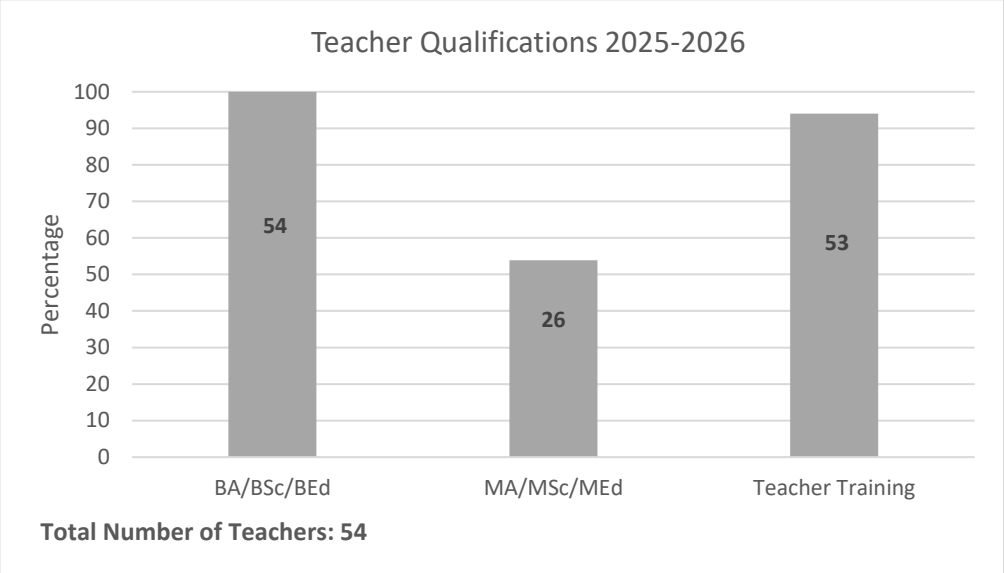
Composition of the Incorporated Management Committee (IMC)

Member / Year	Sponsoring Body	Principal	Parents	Teachers	Alumna	Independent
2025-2026	7	1	2	2	1	1

Our Teachers

The number of teachers under the staff establishment & on a contract basis for the 2025-2026 school year is 54.

Teacher Qualifications 2025-2026

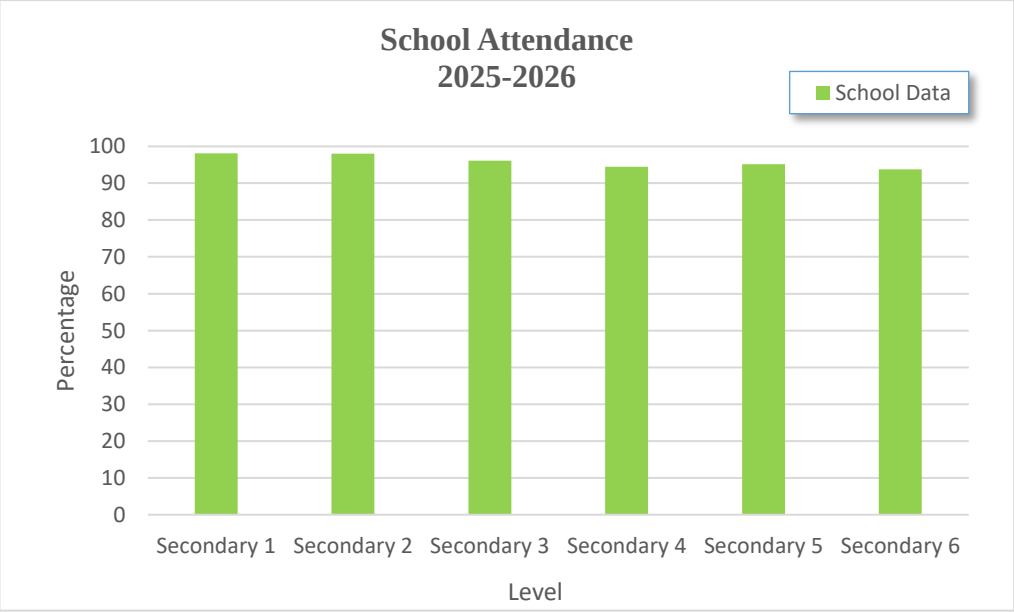


III. Our Students

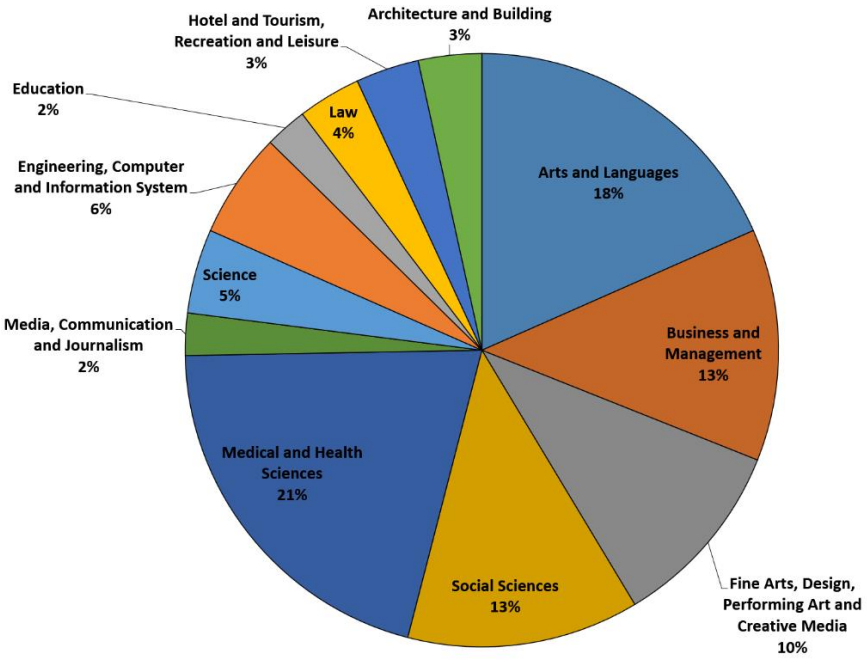
Class Organisation (EDB's headcount as at 15 September 2025)

Level	*S1*	*S2*	*S3*	*S4*	*S5*	*S6*	*Total*
No. of Classes	4	4	4	4	4	4	24
Enrolment	131	138	116	102	89	87	663

Student Attendance



S6 Graduates' Movement – by Disciplines (2025-2026)



Support for Student Development

- Rooted in the spirit of our Foundress, St. Magdalene of Canossa, various departments and teams operated within a structured, collaborative framework dedicated to cultivating the core Christian and Canossian values of love, truth, justice, family, life, and humility, while simultaneously equipping students with essential life skills. Under the leadership of the Pastoral Care Board, synergy was significantly enhanced among the Religious Formation Team, Guidance Team, Discipline Team, Careers Guidance Team, the Careers and Life Planning (CLP) Division, the Moral and National Education Team, the Student Affairs Team, the Special Educational Needs Coordinator (SENCO), School Social Workers and the Learning & Teaching Board to comprehensively monitor and review students' academic progress and holistic well-being. By prioritising pre-emptive, early identification and timely intervention strategies, the school successfully fostered students' confidence and resilience in overcoming life challenges. Moreover, regular after-school staff meetings were held every Tuesday to discuss student-related matters, supported by clearly defined, structured procedures designed to guide and empower all teachers in addressing our students' diverse learning and developmental needs.
- On behalf of the Pastoral Care Board, the twelve priority values and attitudes implemented by the EDB (Perseverance, Respect for Others, Responsibility, National Identity, Commitment, Integrity, Care for Others, Empathy, Law-abidingness, Diligence, Unity and Filial Piety) were seamlessly incorporated into our diverse pastoral programmes. Guided by these values, the Hi-Five Student Engagement Award Scheme successfully cultivated a "Caring Campus" by fostering a strong sense of belonging, active peer support and deep trust in teachers. The Wellness Carnivals, held on 30 September 2025 and 30 April 2026, featured experiential mind-body-spirit initiatives and therapeutic animal-assisted interventions to provide emotional support to students. The Values Education Day held on 14 May 2026 was highlighted by insightful sharing sessions from Mr Remus Kwok, Honorary Consultant of

the Positive Education Laboratory at City University of Hong Kong, who reinforced these core positive values among our students. These activities effectively equipped students with positive coping mechanisms and emotional resilience, empowering them to achieve holistic well-being while manifesting these core values in their daily lives.

- In response to students' characters, attitudes, emotions and behaviours, specific programmes and activities were organized to enhance their well-being. For instance,
  - ✧ The Guidance Week, focusing on stress relief, was held in early March 2026. An exhibition by Little Voice, mental health promotion booths by Shall We Talk, and self-designed game booths by Guidance Leaders were arranged during the week. In addition, wellness cheer-up kits were distributed to all students and parents during Parents' Day.
  - ✧ A range of Mental Health Promotion Lunch Programmes were held right before each uniform test to relieve students' stress. The Guidance Team collaborated with external organisations such as Caritas of Hong Kong and Open Up to launch these programmes. A great variety of activities, including interactive games, handicraft workshops, random dance, and snack & beverage corners, were introduced to promote mental health and enhance students' wellness.
  - ✧ The EDB Peer Power Student Gatekeeper Training Programme was provided for 20 Guidance Leaders to enhance their knowledge about mental well-being, common mental illnesses and practical skills to care for peers in distress. Through a series of school-based and joint-school training sessions, they organized school-based promotional booths to disseminate positive messages. On 10 July 2026, they participated in the joint-school Achievement Sharing organized by the EDB, successfully launching interactive games such as the Emotion Wheel and Heartfelt Gashapon, while exchanging ideas with other schools to strengthen peer support.
  - ✧ To promote a supportive school culture, the "United in Love Booth" was set up outside each classroom during Parents' Day. The initiative this year was to appreciate students via core values from the perspectives of both teachers and parents.
  - ✧ The "Cheer You Up Programme" was held for students to show their support and encouragement through writing messages to S6 students who would soon be facing the HKDSE exam.
  - ✧ Various talks and activities were organized to provide comprehensive support for student development. The Guidance Team coordinated the S1 Orientation, sex education workshops, student development talks by the Educational Psychologist, an anti-bullying talk by the Department of Health, as well as stress and expectation management workshops specifically tailored for S6 students.
- The Moral and National Education Team organized a series of impactful initiatives to foster students' holistic development and national identity. To build psychological resilience, the school-wide Character Strength Survey and the "Building a Positive Mindset" talk in October 2025 equipped students with practical strategies for self-appreciation and emotional regulation. Experiential learning was further enhanced through the S4 Leadership Training Camp in December 2025 and S1 Personal Growth Camp in January 2026, where cooperative high-event challenges successfully cultivated communication and leadership skills. Moreover, national education was significantly strengthened this year. The vibrant Chinese Culture Day provided chances for students to serve as active cultural ambassadors through captivating student-led Guzheng and Cantonese Opera

performances. Expanding learning beyond the classroom, tailor-made Mainland Educational Tours were carefully designed to deepen students' appreciation of China's rich history, culture, and contemporary development. and nurture their sense of national pride.

- The Religious Formation Team coordinated a series of spiritually enriching initiatives to nurture students' inner peace, community belonging and personal qualities. To promote emotional regulation and mental wellness, School Masses and the Rosary Month Midday Prayer offered students a tranquil "breathing space" to contemplate, alleviate stress and build psychological resilience. Peer support and self-worth were further strengthened through community-based experiences, including Catholic Society Gatherings, the S6 Joint-school Spiritual Retreats, a pilgrimage to Cheung Chau and a visit to the "Messengers of Hope" exhibition, which fostered a deep sense of Catholic identity and pride. The Prayer Relay for Souls in Purgatory, the Caine Road prayer gathering with the Canossian Sisters, and the Famine Lunch inspired students to reflect on the value of life while experiencing the fulfilment of altruism. These spiritual endeavours cultivated empathy, spiritual richness and a holistic state of well-being across the campus.
- The Careers Guidance Team implemented a series of purposeful initiatives to empower senior students in self-discovery, goal-setting, and future readiness. To cultivate resilience and mutual encouragement amid academic pressure, S6 students participated in a mock HKDSE results-release workshop in September 2025, recording personal reflections that fostered self-love and peer support. Students' future readiness was further strengthened through university mock interviews in November 2025, where valuable feedback and job-shadowing opportunities sponsored by the Alumnae Association enhanced students' communication skills, self-awareness and confidence. An academic visit to the CUHK Faculty of Arts in June 2026, featuring translation and interpreting mini-lectures, broadened S4 to S6 students' horizons regarding human-technology collaboration and transferable skills. These well-structured career and life planning programmes inspired students to map out clear pathways, cultivate a deep sense of purpose and achieve a higher state of personal well-being.
- In alignment with the school's yearly theme, "Cultivating Self-Love Nourishing Wellness," the Discipline Team organized the Leadership Training Camp in October 2025. Through structured, team-based interventions demanding strategic problem-solving, Discipline Prefects recognised their personal strengths, fostering self-appreciation and the emotional resilience required for peer leadership. By nurturing their own well-being first, this purposeful initiative equipped them to confidently maintain student discipline and actively contribute to a healthy, positive and supportive school climate.
- Our students continued to shine in servant leadership under the "Formation of Heart" programmes implemented by Canossian Missions. Demonstrating our Foundress's spirit of humility and charity, four S5 students participated in the VOICA "Set Life on Fire Service Project" by organising a meaningful Christmas celebration for Canossian primary school students. To build upon this success and encourage students to serve as active messengers of hope, five S4 students represented the school in a service project held in July 2026. Throughout the summer holidays, these nine student volunteers took the initiative to design and lead engaging, wholesome activities which aimed at promoting the physical and mental well-being of primary students and their families. This hands-on volunteering experience accelerated our students' personal growth, nurturing empathy, leadership and a deep commitment to community service.

IV. Our Learning and Teaching

Key Areas

In the academic year 2025-2026, the school was dedicated to cultivating students' self-love and resilience. This commitment empowered students to treat themselves with kindness and trust in their inherent worth, even amidst challenges. A holistic approach was used to foster students' inner spiritual strength, in the hope of helping them prioritise their well-being and face the future with optimism. The theme for this school year was "Cultivating Self-love Nourishing Wellness". As students learned to rebound from setbacks, they developed a positive outlook and placed faith in their own capacity to move forward with confidence. For example,

- <u>for the English Department</u>,
  - ✧ S1 to S3 students completed a News Assignment on self-love. In addition, S1 students wrote poems on the theme, S2 students watched the movie *Zootopia 2* in a cinema, which allowed them to reflect on self-recognition, and S3 students watched the theatre production *Taming the Dragon*, allowing them to explore personal attributes and Chinese culture.
  - ✧ S4 and S5 students completed a News Fluency Writing on self-love.
  - ✧ S6 students completed a News Fluency Writing on self-love and wrote a composition on dog therapy for wellness.
  - ✧ In the Second Term, the English Learning Centre (ELC) organized a Speech Contest regarding self-love and gratitude to deepen students' understanding of the yearly theme.
- <u>for the Chinese Department</u>,
  - ✧ teachers guided students through classical texts like "Ode to the Lotus", "Memorial to the Emperor", and "The Yueyang Tower", to enhance students' abilities to:
    - ✓ face hardships with resilience and an indomitable spirit,
    - ✓ develop a self-disciplined and self-motivated character, and
    - ✓ embrace personal and societal responsibilities.
  - ✧ an essay competition titled "Finding Life Values from Ancient and Modern Sages" was organized to encourage students to practice self-respect and self-love.
  - ✧ a joint-school Literature Workshop was co-organized with Wa Ying College, enabling S1 to S6 students to learn from the author Xi Xi's philosophy of finding contentment in a simple life.
  - ✧ a "Creative Writing Workshop" was conducted, inspiring students to draw creative inspiration from writers' life stories and strive for continuous improvement.
- <u>for the Mathematics Department</u>,
  - ✧ teachers fostered a collaborative and peer-supported learning environment by encouraging students to jot down "Questions-in-Doubt" and solve complex problems together without the fear of making mistakes, allowing students to:
    - ✓ reduce academic anxiety and respect diverse viewpoints,
    - ✓ view mathematical challenges as opportunities for mutual growth, and
    - ✓ cultivate a compassionate and self-loving approach to their learning journeys.
  - ✧ a cross-curricular guided worksheet was co-designed with the Physical Education Department, guiding S1 students to apply percentages to calculate their maximum heart rate (MHR) and target heart rate (THR) zones.
  - ✧ students were empowered to evaluate their personal exercise habits and suggest practical ways to improve their cardiovascular health, effectively putting self-love and physical care into action.

- ✧ the department's innovative efforts to promote a healthy lifestyle by seamlessly integrating mathematical knowledge with physical fitness were highly affirmed by the External School Review (ESR) team.

- in the Science KLA,
  - ✧ for the Biology Department, S3 students conducted the "Food Label Analysis" in the first term, which heightened students' awareness of nutritional values and cultivated their self-love towards personal health. A "Poster Design Competition" on nutritional disorders was also assigned to S3 students in the second term.
  - ✧ for the Chemistry Department, S5 students collaborated with the Discipline Team to analyse the chemical structures and side effects of common medicines (aspirin, phenylephrine, and diphenhydramine) in alignment with DSE requirements. To promote self-love and law-abidingness, students designed "Think Before You Dose" posters, visualising chemistry concepts to advocate against drug overdose and promote responsible medicine use.
  - ✧ for the Integrated Science Department, S1 students completed a worksheet on "Lab Safety" with reflections to promote their personal well-being during practical sessions.
  - ✧ for the Physics Department, a cross-curricular demonstration workshop on "Lens & Eye Defects" was conducted for S5 Biology students in early September 2025. This aimed to raise students' self-love by paying more attention to eye care, and to improve their understanding of how knowledge from different science subjects can be applied together.
- in the PSHE KLA,
  - ✧ for the Chinese History Department, S1 students designed a social media platform profile for historical figures under the theme of "self-love", thereby acquiring the values of self-care and compassion for others through the life stories, words and deeds of these prominent figures. S2 students completed a STEAM project involving on-site investigations of historical buildings, helping them understand social and livelihood changes over time, appreciate their hard-won happiness, and learn to care for both society and themselves.
  - ✧ for the History Department, lesson discussions and presentations were utilised for creative self-expression, encouraging students to analyse history authentically, build self-acceptance, and celebrate their unique personal strengths through positive, contemplative learning experiences.
  - ✧ for the Geography Department, S5 students participated in the "Achieving Carbon Neutrality Student Ambassador Training Scheme 2025/26" through diversified eco-tours, which cultivated their environmental responsibility for a low-carbon lifestyle. Through the programme, they received multiple recognitions, including four Student Ambassador titles and an Outstanding Reflection Sharing Video Award.
  - ✧ for the Citizenship, Economics and Society (CES) / Life and Society (L&S) Departments, S1 students visited T-PARK to learn about waste-to-energy technology, which enlightened them about the importance of converting climate anxiety into environmental optimism and inspiring green lifestyles. S2 students visited the National Security Exhibition Gallery to understand societal stability as a baseline for safe personal growth and self-care. S3 students visited the Legislative Council Complex to explore governance, boosting their confidence and civic awareness through interactive mock debates.
  - ✧ for the Economics Department, S4 students joined the Consumer Council's Smart Consumption Academy Project Competition by designing and submitting an engaging campaign Instagram post. S5 students participated in the EDB's Economic Infographic Challenge to enhance their data presentation skills and visited the HKMA Information Centre to observe the real-world

applications of money supply.

- ✧ some meaningful activities were held by the PSHE KLA to foster students' national identity. For instance, to commemorate the September 18 Incident, an event commenced on 17 September 2025 with a speech under the national flag during the morning assembly. During lunchtime in Room 303, students explored the history of the War of Resistance Against Japanese Aggression, watched a commemorative military parade video, and wrote thoughtful reflection cards. In addition, S2 students visited the National Security Exhibition Gallery in January 2026. Furthermore, the CS, Chinese History, and History departments co-organized a visit to the Hong Kong Museum of the War of Resistance and Coastal Defence for S5 students, deepening their understanding of national history.

- in the Technology KLA,
  - ✧ the ICT Department prioritised physical health through ergonomic self-care, training students to prevent "Tech-neck" and Repetitive Strain Injury (RSI) by adopting proper seating postures and taking regular vision breaks. In recognising outstanding digital leadership, a senior student achieved the Gold Award in the Youth IT Ambassador Award Programme co-organized by Hong Kong Association for Computer Education and Hong Kong Education City, exemplifying excellence in information literacy and community service. Concurrently, the department pioneered the structured integration of Artificial Intelligence (AI) to enhance pedagogical outcomes. Tailored AI web applications transformed classrooms into dynamic problem-solving spaces. AI-powered diagnostic feedback generated personalised performance profiles for senior students, effectively shifting the learning culture from exam anxiety toward targeted, data-driven self-improvement.
  - ✧ for the Home Economics Department, S1 students fostered self-identity and fine motor skills by sewing personalised aprons, using customised thread colours to reflect their unique personalities. They also crafted cross-stitch blessing cards to nurture interpersonal connections. To promote holistic well-being and self-love, students designed healthy lifestyle posters integrating nutrition, rest and mental health. S2 students showcased exceptional team spirit in the "All You Can Cook x Happy Green Campaign" Culinary Competition in September 2025, proudly capturing both the "Most Popular Award" and "Merit Award".
  - ✧ for the BAFS Department, S3 students completed the Basic Law and Business Environment Quiz Competition to understand how a sound legal system underpins a robust business environment, and participated in the Hong Kong Financial Literacy Championship 2026 online quiz. S4 and S5 students successfully participated in the Accounting and Business Management Online Quiz Competition in April to strengthen their subject knowledge and practical business acumen.
- in the Arts KLA,
  - ✧ for the Music Department, the Music Teacher participated in the EDB's Professional Learning Community, "Applying Information and Digital Technology in Secondary Music", to strengthen digital pedagogy in integrated music activities. Through joint-school workshops and peer lesson observations, professional development was facilitated, culminating in the teacher hosting an S1 open lesson observation on 5 May 2026 to demonstrate the integration of information technology in Cantonese Opera teaching.
  - ✧ for the Visual Arts Department, S1 students explored self-appreciation by using symbols and illustrations to design characters of their own Chinese names, reflecting their unique strengths, hobbies, and personal characteristics. S3 students completed self-portraits to express their inner

characteristics and facial expressions. Furthermore, they created paper-cut designs featuring personalised self-love mottos to cultivate a positive mindset and nourish long-term well-being.

- for the STEAM Education, the STEAM Team dedicated this academic year to merging advanced technological education with the school's overarching theme of cultivating self-love and nourishing mental wellness. By providing dynamic, hands-on learning platforms, the school empowers students to develop critical 21st-century skills while simultaneously addressing their holistic well-being. S3 and S5 STEAM Prefects developed an interactive Delightex VR game addressing academic stress. Assigned during STEAM Day, this narrative game guided students to explore confidence and self-love, while empowering the prefects to master coding and 3D modelling. Through the IT Innovation Lab Fund, the STEAM Team successfully launched diversified after-school enrichment courses for S1 to S5 students, featuring AI diagnosis, CoSpaces VR, and Robomaster robotics. This innovative approach not only reduced students' anxieties through empathetic role-play but also received widespread praise from the student body. The STEAM Prefects reflected that the rigorous development process, ranging from advanced coding to 3D modelling, greatly enhanced their technical competencies. To further broaden students' technological horizons and sustain this momentum, funding from the final batch of the IT Innovation Lab Fund has been successfully secured to facilitate the after-school enrichment courses for S1–S5 students. The courses available this year are "App Inventor AI Diagnosis & Skincare DIY Workshop", "Una AI Maker & Microsoft AI-900 Certificate Course", "CoSpaces & VR Course: The Seven Voyages of Zheng He", "Robomaster Robotic Course" and "Incense Tree Workshop Series". These diverse offerings provide invaluable, cutting-edge exposure to artificial intelligence, robotics and cultural-technological integration, cultivating a highly innovative and future-ready student cohort.
- The Green Education Team's new external collaborations advance the school's theme of promoting self-love and well-being by fostering a sense of purpose and stewardship among students. Through the "Incense Tree Conservation" project held together with the Chinese University of Hong Kong (CUHK), the 18 Student Ambassadors cultivated not only rare plantlets but also personal attributes such as leadership and responsibility through promotional activities and STEAM courses on technical aspects. Nurturing living things encouraged students to recognise the value of life, mirroring self-love and patience in their own growth. Similarly, the "Insect Pollinator" in collaboration with Lingnan University engaged students in meaningful environmental research, including the study of the "Heat Island Effect". By installing "Insect Hotels" and monitoring devices, Student Ambassadors developed scientific inquiry skills and a deeper connection to their physical surroundings. This immersion in nature and community service served as a powerful tool for grounding oneself and finding peace, ultimately helping students to reach a higher state of well-being. As students contributed to the health of the campus ecosystem, they simultaneously built the confidence and resilience necessary to enhance their personal attributes and appreciate their unique role within a sustainable and faith-filled community.

Curriculum

The curriculum is summarized as follows:

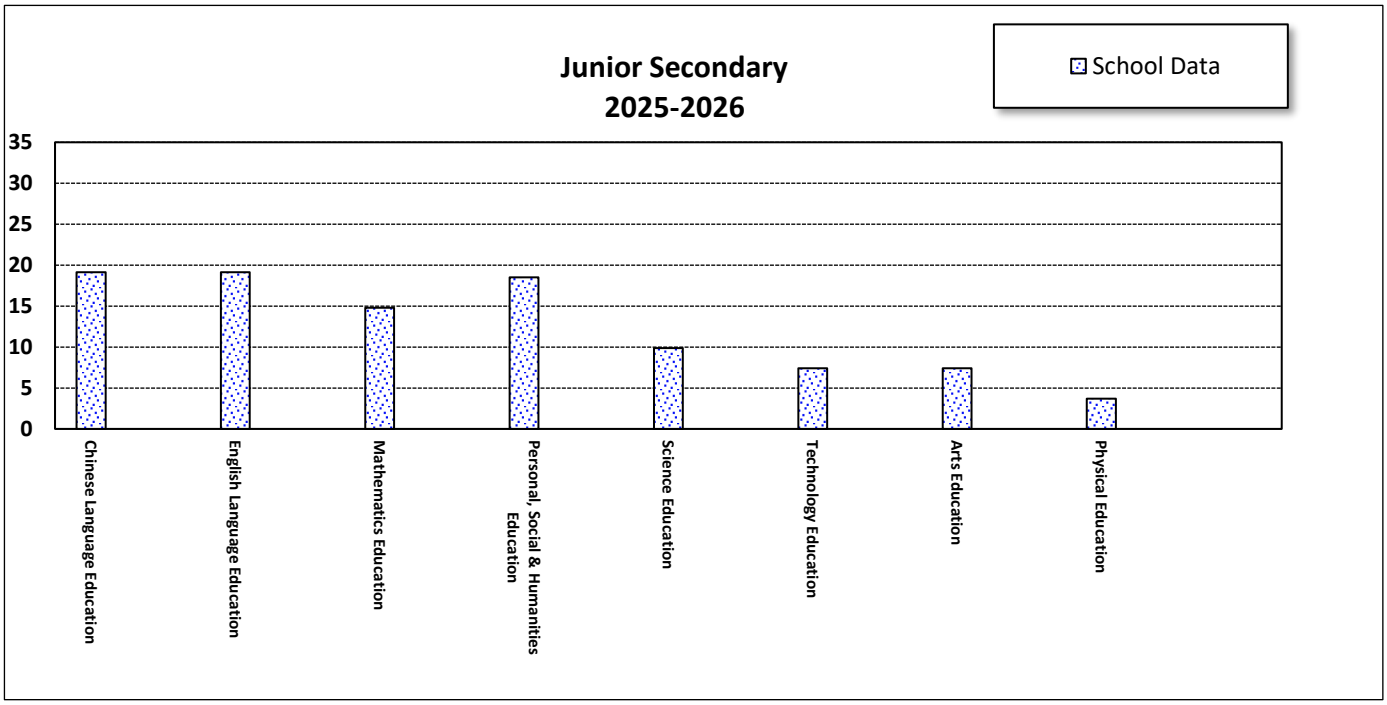
Level / Subject	S1	S2	S3	S4	S5	S6
Religious Education	*	*	*	*	*	*
Chinese Language	*	*	*	*	*	*
English Language	*	*	*	*	*	*
Mathematics	*	*	*	*	*	*
Citizenship and Social Development				*	*	*
Reading / Literature in English			*	*	*	*
Information & Communication Technology	*	*	*	*	*	*
Chinese History	*	*	*	*	*	*
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 & Scientific Investigation) #	*	*	*			
Drama and Language Arts #	*		*			

School-based Curriculum

Number of Active School Days

The number of active school days for the 2025-2026 school year is 167.

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



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

Major Concern 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

- Class-based Morning Physical Exercise or Activities: In a collaborative effort between the Guidance Team and the Physical Education (PE) Department, the school successfully expanded its wellness initiatives through the Morning Physical Activities Programme. This initiative fostered a comprehensive culture of health by encouraging students across all levels to develop regular exercise habits and manage stress more effectively. To ensure high engagement, particularly among senior students, the school provided a diverse range of activities. These options ranged from traditional sports such as badminton and ball games, which were students' most popular choices, to creative pursuits such as K-pop dance, yoga, juggling and dodgebee. To maximise participation while maintaining an organized school environment, the morning sessions were structured according to a rotating cycle. Some classes of their form levels followed specific days, for example, Secondary 1 follows Day 1, Secondary 2 follows Day 2, and so on, to conduct their activities in the playground, Room 607, or their respective homerooms. These sessions began immediately following morning class affairs and extended through the end of Reading Time.
- Lunchtime Sports Programmes: To help students strike a balance between studies and leisure activities, the school implemented a variety of promotional efforts and structured programmes. The introduction of announcements and posters to promote lunchtime sports ensured that students were informed about the opportunities available. The newly introduced activities, such as pickleball, aimed to diversify the range of sports available to the student body. Furthermore, enhanced training for Sports Ambassadors equipped student leaders to encourage their peers to participate in health-promoting activities more actively. The school broadened students' experiences through sports demonstrations and inter-class competitions. Students participated in various demonstrations, including archery for Secondary 6, cricket and lacrosse for Secondary 5, cycling for Secondary 4, and pickleball for Secondary 1 through 3. A competitive spirit was also fostered through organized events, such as the Secondary 5 to 6 Inter-Class Dodgebee Competition held in December 2025, the Secondary 3 to 4 Inter-Class Dodgeball Competition in March 2026 and the Secondary 1 to 2 Inter-Class Rope-Skipping Competition, as well as the Rope-Skipping Team Performance in May 2026.

Reflection

- Class-based Morning Physical Exercise or Activities: The effectiveness of the initiative stemmed from the active involvement of Class Teachers, who consulted with their students beforehand to select activities that aligned with their specific interests. This collaborative planning, supported by suggestions from the Guidance Team, led to an increase in student enthusiasm and involvement. By offering manageable yet enjoyable sports and leisure games during the

morning period, the school provided consistent opportunities for students to stay active. It was believed that these programmes reinforced students' mindset to prioritise their physical well-being and build resilience, to help them face academic challenges with a positive and energetic outlook.

- Lunchtime Sports Programmes: As observed by teachers, students participated actively and eagerly in lunchtime sports programmes, showing great interest in sports. These lunchtime activities allowed students to apply their skills in a team setting while they relieved academic stress. Through this multi-faceted approach, the school effectively created an environment where students recognised the importance of an active life and committed to long-term wellness.
- 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 the students gave a positive response. The overall Q-score was similar to that of the last school year. However, we could see encouraging results in S2 and S4 (Q-score: close to the mean) and S6 (Q-score: raised from far below the mean in S4 2023-2024 to near the mean in S5 2024-2025 and further raised to the mean in S6 2025-2026). 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 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 revealed that a clear majority of respondents found both class-based morning physical activities (63.79%) and lunchtime sports programmes led by Sports Ambassadors (67.93%) highly effective in raising their health awareness and helping them set progressive targets for regular exercise. This year, 587 students received awards under the School Physical Fitness Award Scheme, including 240 Gold, 214 Silver, and 133 Bronze Awards. The school would endeavor to cultivate students' healthy lifestyle habits, especially for S2, S4 and S6 in the coming school year 2026-2027.

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 2026-2027 School Year

- Class-based Morning Physical Exercise or Activities: Building on the high student enjoyment and the successful shift in mindsets toward healthy living, the compulsory class-based morning physical activities would be sustained and carried forward into the next academic year. To address logistical constraints such as limited time and students' reluctance during cold weather, the school would introduce flexible venue arrangements, including optional in-classroom stretching exercises for senior forms and utilizing the School Hall for noisier collaborative activities. To further elevate student engagement, the next phase would integrate more social, mass-participation games to foster stronger class spirit. Apart from the officially designated dates, each class would be welcome to select additional dates for their morning physical exercises

or activities, ensuring a highly engaging morning routine for all students.

Not to be put in the Annual School Plan of the 2026-2027 School Year

- Lunchtime Sports Programme: The school would expand the variety of sports, such as pickleball, badminton, table tennis, rope-skipping, yoga and more, to encourage more students to join. Sports Ambassadors would review peer feedback regularly to maximise engagement. In addition, the school could invite external resources to organize demonstration sessions or hold friendly sports competitions to boost excitement.

Major Concern 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 and mental wellness talks / seminars

- Personal Growth Workshops Reinforced: The Guidance Team organized a series of structured personal growth workshops during activity periods to enhance students' self-development and well-being through experiential learning and mental wellness seminars. These initiatives followed a vertical curriculum from Secondary 1 to Secondary 6, aiming to provide students with the life skills required to cope with adversity and diverse life challenges. By utilising a combination of school-based materials, Mental Health Literacy resources from the Education Bureau (EDB) and external organisations, the school offered multi-faceted activities to promote self-love and foster resilience. The curriculum, which addressed specific developmental needs for each level, was summarized as follows.

Level	Category	Topic	Organization
S1	Character Strength	好奇心 Curiosity	Happiness Laboratory
		幽默感 Sense of Humour	
	Emotion	情緒 Emotion	School-based
	Social Relationship	人際關係 Interpersonal relationship	
S2	Character Strength	審慎 Prudence	Happiness Laboratory
		勇氣和堅毅 Courage & Perseverance	
	Gratitude	幸福紀錄冊 Journal of Well-being	School-based
	Growth Mindset	態度決定高度 Attitude Determines Altitude	
S3	Emotion	勇闖記憶球 Braving the Memory Sphere	Soul Food Therapy
	Stress Management	應對壓力 Stress Management	SidebySide
	Social Relationship	人際關係 Interpersonal relationship	We Flow
	Financial Management	錢錢錢錢 Money, Money	School-based
S4	Emotion	暴走壞情緒 Rampaging Bad Emotions	Soul Food Therapy

	Life Education	生命意義 The Meaning of Life	We Flow
		真人圖書館 Human Library	SidebySide
	Financial Management	理財有道 Financial Savvy	School-based
	Mental Health Literacy	求助資訊全解構 The Guide to Seeking Help	EDB resources
S5	Emotion	我推的應援會 My Fans Club	Soul Food Therapy
	Life Education	重寫生命故事旅程 The Journey to Rewrite Your Life Story	We Flow
		生命教育桌遊體驗 Life Education through Boardgame	HKMU
	Financial Management	理財陷阱 Financial Scams	School-based
	Mental Health Literacy	同理・同行 Empathy and Companionship	EDB resources
S6	Emotion	情緒管理 Emotional Regulation	School-based
	Financial Management	金錢與幸福 Wealth and Well-being	

At junior levels, Secondary 1 students explored character strengths, such as curiosity, a sense of humour and interpersonal relationships. Secondary 2 students learned to exercise prudence and perseverance, and to develop a growth mindset through the "Journal of Well-being". Secondary 3 students learned about stress management and financial literacy, with workshops entitled "Money, Money" and "Braving the Memory Sphere" to boost their awareness of these topics. At senior levels, the Secondary 4 and 5 curriculum deepened the focus on life education and mental health literacy. Different programmes, such as "The Meaning of Life", "Human Library" and "Empathy and Companionship", were conducted to encourage students to prioritise self-compassion and seek help when needed. In addition, students learned to become more aware of financial scams and the emotional regulation necessary for maturity. The Secondary 6 programme focused on emotional regulation and the relationship between wealth and well-being. These workshops also increased students' awareness regarding information literacy and the appropriate use of social media platforms. Through the collaboration with organisations such as Happiness Laboratory, Soul Food Therapy and SidebySide, the school effectively equipped students with self-management skills to face the future with confidence.

- Student Mental Health Support Scheme (SMHSS): Through collaboration with the government sector, the school identified individual students and addressed their emotional needs directly within the school campus. This multidisciplinary framework transformed mental health care from a reactive crisis-based model into a proactive, support-led structure. The programme bridged the gap between medical, educational and social services by integrating a unified expert panel into the school. Students concerned received assessments from an Advanced Practice Nurse (Psychiatry) on-site. For stable cases, the scheme provided immediate professional intervention, which prevented mild distress from escalating to a severe clinical case. The system functions through three interconnected components. In the medical aspect, psychiatric nurses delivered professional clinical assessments and offered medication management advice. In the

educational aspect, teachers and educational psychologists adjusted the learning environment to reduce triggers from academic stress. In the social aspect, school social workers provided counselling support and connected families with essential community resources. This continuous care pathway ensured that mental health rehabilitation and academic progress functioned in harmony. By breaking down the silos between doctors, teachers and social workers, the school created a safety net that supported students as agreed by teachers. The SMHSS could reduce the time between identifying a need and delivering professional help, which would allow students to pursue recovery in harmony with their daily school life.

Develop empathy and gratitude through community service, showing compassion and patience towards oneself and others, as well as staying positive

- Gratitude Cultivated: To develop empathy and gratitude through community service, the school offered expanded platforms for students to express thankfulness. These provisions aimed to improve mental and emotional well-being by encouraging students to show compassion and patience toward themselves and others while maintaining a positive outlook. A core component of this effort involves the Gratitude Journal, which features regular teacher-led sharing sessions. Self-motivated students who participated in these reflections receive rewards to reinforce the habit of gratitude. Furthermore, the school renamed "Teachers' Day" to "Gratitude Day for Teachers". This change encouraged students to appreciate the efforts of their educators, thereby cultivating a heart of thankfulness towards them. Through these gratitude-promoting endeavours, Class Teachers guided students to reflect on the positive aspects of life regularly.
- Community Service: The school incorporated community service and charitable outreach for students' all-round development. Through these other learning experiences, students learned that the act of giving was intrinsically linked to their personal well-being. This framework inspired gratitude and channelled energy into positive action, while fostering a deep understanding of varied life experiences. Throughout the year, students were highly encouraged to participate in various community services, such as the Caritas Bazaar and elderly visits. The newly established Holy Family Service Team implemented a comprehensive programme to fulfil its objective of arranging at least four structured services each year. The team completed four major activities: animal care at the HK Saving Cat and Dog Association, a gift-giving visit to elderly residents in Ma Tau Wai Estate, a Christmas Joy Service Carnival for children, and a visit to subdivided flats. Moreover, the Guidance Team collaborated with the Technology KLA (BAFS and Home Economics Departments) to participate in the Caritas Bazaar in November 2025. Guidance Leaders planned and managed booths to raise funds for the needy, providing a meaningful way for students to contribute to society. Building on this, Guidance Helpers visited the homes of elderly individuals living in solitude in April 2026. They helped polish and paint metal gates for the residents, demonstrating profound care and concern. Students became acutely aware of their compassionate actions and patient engagement during this community service, and the subsequent post-service debriefing successfully fostered their genuine empathy and self-worth through meaningful contribution.
- Birthday Bliss: The Students' Affairs Team introduced the "Birthday Bliss" scheme to cultivate students' self-love and nourish their wellness through small but meaningful acts of care, allowing every student to feel recognised and valued on her special day. Under this arrangement, a birthday girl received a token from her Class Teacher and then used this token in a gashapon

machine to collect a prize. This positive experience ensured that students felt seen and respected within the school community. The introduction of new gifts, particularly personalised birthday cards, strengthened the emotional connection between students and teachers. Through this process, the birthday girl learned to appreciate the time, effort, and resources invested by the school to make her day special.

Reflection

- Personal Growth Workshops Reinforced: The S1 to S6 Personal Growth Workshops were successfully implemented according to the vertical curriculum. The Guidance Team developed a structured curriculum, which aimed at equipping students with essential life skills and helping them navigate adversity and various life challenges. To provide engaging learning experiences through a wide variety of activities, the workshops were co-delivered by external organisations and Class Teachers, utilising both the EDB Mental Health Literacy resources and school-based materials. Ultimately, these workshops could promote self-appreciation, foster students' overall self-development, and be closely aligned with the school's yearly theme and major concern. More than half of the students (71.53%) agreed that the implementation strategy "Personal Growth Workshops during Activity Periods" was effective
- SMHSS: The SMHSS successfully shifted student care from a reactive crisis model to a proactive, support-led framework. By embedding a multidisciplinary team directly into schools, it eliminated the traditional "waiting gap" for psychiatric intake. On-campus assessments by Advanced Practice Nurses ensured immediate intervention for stable cases, preventing escalation. The Scheme's strength lay in its tripartite synergy: psychiatric nurses managed clinical needs, teachers and educational psychologists adapted the learning environment, and social workers provided counselling and family resources. This unified safety net ensured that mental health rehabilitation and academic progress functioned in harmony. Through the scheme, students learned to cultivate self-appreciation and enhance their personal resilience, empowering them to strengthen their mental wellness and achieve a higher state of holistic well-being.
- Gratitude Cultivated: A significant majority of students agreed that both the Gratitude Journal (63.60%) and the Gratitude Day for Teachers (81.26%) provided meaningful opportunities to express thankfulness, thereby enhancing their mental and emotional well-being. As reported by Class Teachers, these practices helped students notice and appreciate good things rather than take them for granted. Such reflections led to a higher level of optimism and overall happiness among students. A focus on gratitude could divert attention from worries and negative thoughts. This shift promoted a composed mindset, aiming to reduce stress and anxiety across the campus. Ultimately, developing a grateful mindset helped students acknowledge the good alongside the bad, fostering their ability to bounce back from setbacks and significantly improving their resilience. By integrating these practices into daily school life, the school could build a culture of gratitude, appreciation and mental fortitude.
- Community Service: At the heart of these projects was students' engagement in pre-service training, where Teacher Advisors guided students to take ownership of their tasks. This preparation trained students to show patience towards themselves and their peers during the process of collaborative problem-solving. Besides, post-service reflections play an important role, in which teachers clearly guided participants to acknowledge their own contributions, strengthening their self-worth through reflecting on the service they offered to others. These

structured discussions help students articulate gratefulness for their own blessings and embrace their limitations positively. Through these volunteering experiences, Teacher Advisors and students also engage in deep discussions on self-compassion, which effectively nurtures a resilient and optimistic mindset among participants. This reflective cycle ensured that the empathy students extended to others beautifully translated into enhanced mental wellness for themselves. A significant majority of students agreed that participating in community services, both through the Holy Family Service Team (75.68%) and the Caritas Bazaar (72.79%), provided them with meaningful opportunities to express gratitude, thereby enhancing their mental and emotional well-being.

- Birthday Bliss: A vast majority of students (80.54%) agreed that the Birthday Bliss provided them with opportunities to express gratitude, thereby enhancing their mental and emotional well-being. This initiative directly supported the goals of empathy and gratitude. Students experienced care in a concrete and encouraging way, and these positive emotions helped maintain an optimistic community spirit. By turning a birthday into an inspiring and joyful experience, the school established a supportive culture of kindness, and the "Birthday Bliss" surprise did serve as a reminder that every individual was a valued member of the school family.
- According to the
  - APASO survey regarding *students' self-concepts (emotional stability)*, the Q score was slightly higher than that of the last year, which met the success criteria (more positive responses required). The Q scores of S1, S4 and S6 students were close to the mean. 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.
  - KPM 17.1 survey regarding *positive affect* showed the Q-score above the mean, which met the success criteria (more positive responses required) and it was a bit higher than that of the previous school year. It was encouraging to see that more than 50% of S1, S4 and S5 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* showed the Q-score slightly above that of the last year. However, S3 and S6 students showed a positive side. The *survey questions* (feelings: *a. fear, b. pain, c. worry, d. sadness*) were examined, so that students' thoughts would be understood more.

The school remains steadfast in its commitment to refining and upgrading these initiatives to better support students' emotional regulation and well-being.

Feedback and Follow-up

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

Not to be put in the Annual School Plan of the 2026-2027 School Year

- Personal Growth Workshops Reinforced: The Guidance Team would continue structuring curriculum progressively across S1 to S6 to match students' developmental needs. In collaboration with external experts, the curriculum would be updated to focus more on growth mindset and stress management, while streamlining repetitive handouts. Classroom handouts

would be trimmed to allow more time for interactive discussions, encouraging students to share their daily life applications and feelings, enriched by teachers' sharing of personal experiences. The involvement of external guest speakers and social workers to foster a dynamic classroom environment would be included.

- SMHSS: Recognising the growing need for mental health and SEN support, the next stage would focus on expanding accessibility, ensuring that students across different levels could proactively seek professional help before cases become severe. The school would enhance mental health literacy among teachers and peers to build a robust frontline gatekeeping system. Additionally, integrating digital screening tools would enable data-driven early detection, while deepening family engagement would turn parents into active partners in the multidisciplinary care pathway.
- Gratitude Cultivated: To sustain the positive well-being outcomes and further cultivate a school culture of thankfulness, several key enhancements would be implemented in the next stage. While the popular "Gratitude Day for Teachers" would be maintained, the Gratitude Journal would be transformed to encourage students to journal intrinsically. To achieve this, the school would continue utilising teacher-led guidance to help students find genuine value in reflection. Students would be encouraged to share their reflections with their parents.
- Community Service: The school would maintain dedicated efforts to provide diverse volunteering platforms, actively exploring new service sectors and target groups to broaden students' social exposure. Building on the enthusiasm of the S4 cohort and the Holy Family Service Team, the school would continue to provide opportunities for students to plan and lead their own service projects, such as preparing gifts and items for sale. Moreover, the school would consider rewarding student volunteers with stamps under the school's Merit Scheme.
- Birthday Bliss: To prevent supply shortages experienced in the second term, the Student Affairs Team would increase the printing quota for birthday cards. In addition, the distribution schedule would be refined to ensure all cards and gift tokens would be delivered to students before their birthdays. To cater to students of different year levels, the school would source a wider variety of attractive gifts for the gashapon machine which was highly popular among junior forms, while preserving the core tradition of personalised, handwritten teacher messages which senior students valued most.

Major Concern 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

Develop positive values and foster a caring culture of respect under the Discipline Team with the fine-tuned Merit Award Scheme

- Merit Award Scheme: Under the theme of nurturing a growth mindset and embracing diversity, the Discipline Team facilitated a caring culture of respect through the fine-tuned Merit Award Scheme. This well-established system aimed to develop positive values and reduce negative behaviours by providing formal recognition of student contributions. To maximise the impact of the programme, a record of both merits and demerits appeared on end-of-term report cards. The Discipline Board reviewed and introduced the updated protocol to all staff and students at the start of the school year. The results reflected a strong engagement with these standards. A total

of 506 students earned a Credit Mark, Minor Merit or Major Merit. In addition to the formal report card entries, the school distributed vouchers and certificates signed by the Principal to these awardees to celebrate their success. This recognition effectively drew students' attention and encouraged wider participation in the scheme.

Reflection

- Merit Award Scheme: To further align with the school's theme, this protocol encouraged students to view behavioural expectations as opportunities for personal growth rather than mere restrictions. By recognising those who showed compassion and respect toward all creatures and diverse peers, the school promoted the idea that character development was a continuous journey. These actions ensured that students felt valued for their positive conduct and stayed motivated to uphold the school's high expectations for discipline and mutual respect. This whole-school approach bolstered an environment where students learned that their choices led to actual outcomes, helping them build the resilience needed to cope with changes and challenges in a diverse world.
- The school-based Discipline Merit Award Scheme successfully met the success criteria, demonstrating outstanding progress in nurturing positive student development. This success was most significantly reflected in the KPM 17.8 survey regarding morality, which showed a substantial surge in positive responses. The corresponding Q-score reached 116, marking an increase of 14 points compared to last year's score of 102. This positive shift in values was further substantiated by the Discipline Team's administrative records, which documented a remarkable rise in student achievements, with a total of 506 merits awarded to students this year. These two sets of data strongly validated the Scheme's effectiveness in cultivating ethical daily conduct and inspiring a supportive and appreciative school-wide culture.

Feedback and Follow-up

Through the implementation of the school-based Discipline Merit Award Scheme, the school facilitated students' holistic development in alignment with the EDB's seven learning goals of secondary education:

- ✓ National Identity and Global Perspective: Cultivate a strong sense of civic responsibility, respect for rules, and commitment to serving the school community by reinforcing positive daily behaviours and contributions.
- ✓ Breadth of Knowledge: Broaden students' learning experiences by motivating them to engage in a diverse range of extra-curricular tasks and leadership roles to earn merits.
- ✓ Language Proficiency: Enhance interpersonal communication skills by encouraging students to engage in polite, confident and respectful dialogues with teachers and peers when seeking feedback and recognition for their good deeds.
- ✓ Generic Skills: Foster self-management, collaboration and problem-solving skills as students take the initiative to help others, lead service projects and monitor their own behavioural progress.
- ✓ Digital Literacy: Develop ethical accountability and digital citizenship by requiring students to honestly track and manage their own merit records, thereby fostering integrity in both their physical and future digital interactions.
- ✓ Life Planning: Nurture self-directed goal-setting and personal responsibility by encouraging students to plan their tasks and strive for continuous self-improvement.
- ✓ Healthy Lifestyle: Promote mental and emotional well-being by cultivating a positive, appreciative school culture.

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

- Merit Award Scheme: The Scheme would continue to foster students' positive attitudes and behaviours. To curb the culture of bargaining and ensure fairness, the Discipline Team would establish and distribute clear, measurable criteria for awarding stamps. This would help shift the focus back to the genuine, intrinsic intentions of contribution. The accessibility of certain stamp categories (e.g. Category 2) would be reviewed and new opportunities to award stamps, such as academic effort, would be explored.

VI. Performance of Students

Students' Potential and Achievements

Endowed with a wide array of God-given abilities, our students continue to flourish across various fields of learning and personal development. In 2026, 90.8% of students were eligible for local university admission (332A). Our S6 graduates' strong academic foundation is reflected in the university placements they secured, including admission to well-regarded degree programmes such as the Bachelor of Business Administration (Law) and Bachelor of Laws, as well as the Computing and Data Science Programme at The University of Hong Kong. Beyond their formal curriculum, students explored their varied God-given abilities through a wide range of learning experiences.

Chinese Dance

Our school is pleased to recognise the commendable results received by the Chinese Dance Team in various external competitions throughout the year. In the 62nd Schools Dance Festival, the team's dedication was reflected in their attainment of three Highly Commended Awards across the Secondary Group and Solo categories. Moreover, the members secured two Commended Awards in the Triple and Solo sections of the same event. In addition to these successes, the team flourished at the Hong Kong Youth Elite Dance Contest 2025 (Fall Season), where they were awarded a Gold Award in the Chinese Dance Teens Group category. These experiences have significantly bolstered the students' confidence on stage and provided them with a deep sense of satisfaction in their artistic growth.

Chinese History

To cultivate a deep appreciation for Chinese history and heritage, students were encouraged to participate in the "Hong Kong Secondary School Chinese History Study Award Scheme 2024-2025". Our school was delighted by the dedicated efforts of Cindy Leung of S5B, who attained the Commendable Award in this meaningful programme. This achievement is a testament to her diligence and persistent interest in exploring the rich narratives of our past. It allowed our students to connect deeply with their cultural roots and foster a refined understanding of the historical developments that shape our world today.

Chinese Language

Among the 42 students who participated in 44 items in the 77th Hong Kong Schools Speech Festival, our students attained commendable results, including the First Runner-up awarded to Hilary Choi of S4B and Yanmi Lam of S4C in Cantonese Duo Speaking. In addition, Sophie Sin of S1A received the First Runner-up in Cantonese Solo Verse Speaking. In the Putonghua Storytelling and Performance Competition 2025, titled "Our Home, Our Life", two groups of students demonstrated language proficiency and collaborative spirit, with one group securing the First Runner-up and the other receiving a Merit Award in the Junior Secondary category.

Students' enthusiasm and creativity in Chinese writing and calligraphy competitions were also highly recognised. In the "Pen Art City Calligraphy Competition 2025", Sheeta Leung of S2B was awarded the Gold Award in the Junior Chinese Hard Pen Calligraphy category. Besides, in the "Pegasus Cup 2025-2026 Hong Kong Inter-School Chinese Writing Competition", Aimee Leung of S1A and Emi Yuen of S2A attained the Bronze and Gold Awards respectively. In the

corresponding Calligraphy Competition, Faye Xu of S5B achieved the Gold Award in the Senior Group, and the school was presented with the Active Participation Award for Outstanding Arts Education. Furthermore, Agnes Tam of S2A obtained the First Class Award in the final of the "Elite Cup" National Youth Language Knowledge Writing Competition 2025-2026. These achievements reflect our students' literary talent and deep appreciation for Chinese culture.

The Chinese Speech and Debate Team continued to flourish in various contests. Haynaz Chau of S2D and Abby Chan of S3B received the Best Debater Award in the 2nd Rookie Debate Competition. Cloris Poon was also honoured as the Best Debater in the 4th "Benefiting the World" Inter-School Community Debate Competition. Moreover, Kathy Wei of S5C was recognised as the Best Debater in several prestigious events, including the 2nd Rookie Debate Competition, the 8th Hong Kong Secondary School Debating Competition and the 41st Sing Tao Inter-School Debating Competition. These opportunities have not only strengthened students' self-assurance, but also cultivated their capacity to appreciate varying viewpoints.

Drama

In the play "The Trial", our Drama Club students displayed outstanding creativity and teamwork in the Hong Kong School Drama Festival 2025/26. The production was recognised with the Award for Outstanding Stage Effects and the Award for Outstanding Cooperation, affirming the team's dedication and collaborative spirit. Five of our girls also received the Award for Outstanding Performer, a testament to their remarkable acting talent and promise. In addition, the Drama Club was presented with the Award for Commendable Overall Performance, highlighting the group's perseverance, artistry and passion for drama.

English Language

Students have continued to hone their language skills and nurture their creativity through involvement in a variety of external English activities and competitions. This year, 53 students enrolled in the 77th Hong Kong Schools Speech Festival, with 9 students attaining top-three positions in their respective categories. Among them, Emma Lai and Sophie Sin of S1A were both awarded First Runner-up. Furthermore, Jessie Sin of S1A, Esther Zhang of S3B, Yannis Wong of S4A, Valarie Poon of S4B, Ada Zhang of S5A, Crystal Yao of S5B and Aster Wong of S5D all secured Second Runner-up titles. Earlier in the academic year, Esther Zhang of S3B also achieved the Championship in the 2025 Asia Pacific Talent Art Festival Competition within the English Recitation Open Section.

Our students' commendable achievements extend beyond their speaking skills and shine brightly in writing competitions as well. In "The Power of Storytelling" Stance Writing Competition 2025-2026, organized by SCMP Learn, Konstance Hung of S5A received an Honourable Mention for her insightful work. We are heartened by the persistence and courage our students have shown in stepping onto the public stage and expressing their ideas through written words.

History

To further cultivate a deep appreciation for Chinese history and heritage, students from S1 to S4 were encouraged to participate in the "Junior Secondary History e-Reading Award Scheme" organized by the EDB. Our school was delighted by the earnest commitment of Anita Li of S2D and Anna Wen of S3D, both of whom attained the Excellence Award in this meaningful programme. Their achievements are a clear reflection of their scholarly curiosity and persistent interest in exploring the rich narratives of our past.

Home Economics

To promote environmental consciousness, two S2 students participated in the "All You Can Cook" X "Happy Green Campaign" Culinary Competition organized by HK Electric and Maxim's Group on 20 September 2025. The event encouraged participants to become more mindful cooks by creatively using ingredients to develop new dishes that minimise waste. With their innovative approach, our students attained both the Most Popular Award and a Merit Award in this meaningful contest. The competition aimed to foster a deeper awareness of sustainable living and the importance of resourceful food preparation. Through this experience, the students learned to pay heed to the environmental impact of their daily choices and discover how to transform simple ingredients into nutritious meals with a low carbon footprint. This achievement not only recognised their culinary skills but also reinforced their commitment to cherishing resources in their everyday lives.

Music

Holy Familians distinguished themselves in music competitions with marvellous results, showcasing their dedication through both choral and instrumental performances. In the 78th Hong Kong Schools Music Festival (2026), the Senior Choir attained Third Place in the Foreign Language and Girls Second Division Category. Our collaborative efforts also flourished; the Senior Mixed Choir, a partnership with Salesian English School, secured Third Place in Church Music (Chinese, SATB), while the Mixed Vocal Ensemble, collaborating with Queen's College, earned a Silver Award in the A cappella (SATB) category. Besides, the Junior Choir received a Silver Award, and the Woodwind Ensemble achieved a Bronze Award in its debut entry in the Junior category. In individual events, Samantha Wong of S2B was awarded Second Place in Foreign Language Vocal Solo, and Queena Ng of S5A attained Second Place in Cantonese Opera Solo (Advanced). Further success was found in the Hong Kong Inter-School Choral Festival (HKICF) 2026 Competition cum Masterclass, where both the Senior and Junior Choirs earned Silver Awards for their heartfelt performances of challenging repertoire. In the Hong Kong Joint School Music Competition 2026, the Senior Choir was honoured with a Gold Award in the Senior category on 10 March 2026. Furthermore, our school's Wind Band, Woodwind Ensemble and Percussion Ensemble practised with great dedication in preparation for their respective categories in the Hong Kong Joint School Music Competition 2026 in April 2026. Their hard work was rewarded, with the Woodwind Ensemble and Wind Band receiving a Gold Award and a Silver Award respectively. Through their discipline and harmony, our students continue to uphold the rich heritage of musical artistry that defines the Holy Family community.

Nature Club – Sandpainting

Building upon our outstanding success from last year, our students have continued to achieve excellent results in a sandpainting competition this year. All ten members of the Sandpainting Class, divided into two teams, participated in the 3rd Hong Kong Inter-school Sandpainting Competition 2025-2026. The students dedicated immense effort to designing their sand art, selecting music that integrated seamlessly with their visuals, and crafting scripts to convey their core messages. Following their extensive devotion, both teams successfully advanced from the Preliminary Round to the Final. The team consisting of Rosie Chan, Wendy Li and Charlie Wong of S1D, Vanessa Yan of S2D and Jennifer Yuen of S4D was awarded the Championship, while the team of Lettie Wong of 1A, Eva Hung and Hazel Leung of S1B, Krystal Wong of S3B and Eugene Fok of S5D achieved First Runner-up.

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, achieving Third Place in the Girls Overall category and Fourth Place in the Girls C Grade. The Rope-Skipping Team also excelled at the 7th Hong Kong Inter-School Jump Rope Championship, securing the Second Runner-up in the overall Girls Secondary category and Fourth Place in the School Performance Cup. Notably, the team earned Championships in both the 4x30s Mixed Speed Relay and the 1-minute Double Dutch Speed Relay within the Kowloon West region.

In individual entries, Yannis Wong of S4A took part in a series of dance competitions, achieving outstanding results. At the 2025 National Youth Elite Selection cum Chinese Dance Promotion Association (CDPA) Quarterly Open, she won First Place in the 13-15 Solo Cha-cha and Second Place in the Solo Paso Doble. Besides, at the Eastern District Ballroom Dance Competition, she earned First Place in the 13-15 Solo Cha-cha and Jive as well as the Solo Paso Doble.

Michelle Cheung of S2D demonstrated her prowess in fencing, securing the Second Runner-up in the U14 Women's Epee at the Asian Cadet Fencing Challenge 2025. She further displayed her talent by winning the Championship in the U14 Women's Epee at the adidas x ASG Summer Fencing Challenge Cup and achieving Second Place in the Hong Kong Children and Juvenile Fencing Elite Championships.

Mavis Yau of S2C continued to display her exceptional talent in Sports Stacking. In the World Sport Stacking Association (WSSA) 2025 August "One and Done" Online Competition, she finished in First Place in the Individual All-around Female category. Across various local events, including the 3rd Hong Kong Sport Stacking Challenge and the Summer Challenge 2025, she was crowned Champion in multiple events, such as the 12-14F Individual 3-3-3 and the Open Relay Timed 3-6-3. At the 2026 Lunar New Year Sport Stacking Championships, she secured Second Place in both the U14 Individual 3-6-3 and Cycle events.

Mathematics, Science & STEAM

With great effort and devotion in STEAM, Hitomi Lo of S6B successfully garnered the Gold Medal of the Youth IT Ambassador Award Programme co-organized by HKACE and Hong Kong Education City. This elite recognition signifies her excellence across four domains: advanced ICT knowledge and professional certification, impactful community service, the successful execution of a real-life IT project with a top-three competition finish, and a profound reflection on information literacy. Her achievement reflects the school's success in enhancing students' digital literacy and fostering a positive atmosphere for technological learning. She also won the Gold Award of the 7th Greater Bay Area STEAM Excellence Award 2025.

Our students continued to demonstrate great efforts in external Mathematics competitions. In the 2026 Hua Xia Cup (Preliminary Round), five students were awarded Third Prize and one student received Second Prize. In addition, nine students achieved awards in the 2026 Asia International Mathematical Olympiad Open Contest (Preliminary Round). Fifi Tong of S1B and Athena Lin of S2B delivered outstanding performances, earning Silver Award and Gold Award respectively, in this competition.

All S4 and S5 Chemistry students were also invited to participate in the "Chemists Online Self-study Award Scheme" (Hong Kong Virtual University), with one student securing a Gold Award and one student securing a Bronze Award.

All S1 to S3 students joined the Junior Secondary Science Online Self-learning Scheme 2026, achieving 12 Gold, 12 Silver, 2 Bronze and 6 Participation Awards.

Visual Arts

The artistic talent and creativity of Holy Familians were celebrated through various Visual Arts competitions, resulting in outstanding achievements and external recognition. Krystal Wong of S3B participated in the Wildlife Carnival Painting Contest, organized by the Teenagers and Children Competition Association, and was named Champion in the Secondary School Division. Heidi Lo of S3A took part in the Grand International Children's Drawing Competition, organized by the Global Space for Art & Culture Paris and the Hong Kong Youth Creative Arts Association, earning a Silver Award in the Teenagers category. Katie Wong of S2B won Champion in the 1st Hong Kong Youth and Children Drawing Competition, organized by the Hong Kong Youth and Children Talent Association. She also secured Second Runner-Up in the Third "My Favourite Cartoon Animation" Drawing Competition, organized by the Hong Kong Cultural and Creative Industries. Luvia Ho of S1A received an Honourable Mention in the 26th International Meeting of Juvenile Art, organized by TEOARTIS Galeria. Selina Pang of 4A won First Runner-Up in the Wharf Hong Kong Secondary School Art Competition 2025-26, Painting category. A total of 16 S3 students participated in the 2nd Portrait Drawing Competition 2026, organized by the Hong Kong Arts Association, and received the Gold Award in the Secondary School Category.

Summary of International and Inter-school Activities and Prizes Won

Academic		Number of Awardees in ( )
1. 77th Hong Kong Schools Speech Festival		
Chinese Section		
粵語詩詞獨誦	亞軍	(1)
粵語二人朗誦	亞軍	(2)
English Section		
Solo Verse Speaking (English)	2nd	(1)
	3rd	(5)
Dramatic Duologue (English)	3rd	(2)
2. 全港創意寫作比賽 2025		
	金獎	(1)
3. 2025-2026 全國青少年語文知識大賽「菁英盃」現場作文		
中學一至三年級總決賽	特等獎	(1)
中學一至三年級決賽	三等獎	(1)
4. 2025-2026 天馬盃全港中英寫作比賽（中文寫作）		
中學初級組	金獎	(1)
	銅獎	(1)
5. 2025-2026 中國中學生作文大賽（香港賽區）		
初中組	銀獎	(1)
6. 「我們的家，我們的生活」故事編演比賽 2025		
普通話初中組	亞軍	(5)
7. 2025 筆藝全城書法比賽		
初中組中文硬筆書法	金獎	(1)
8. 2025-2026 天馬盃全港中英文硬筆書法比賽		
中文硬筆書法	金獎	(1)
9. 第七屆全港中學學界辯論比賽		
初賽	最佳辯論員	(1)
10. 第二屆青苗辯論盃		
初賽	最佳辯論員	(1)
	最佳青苗辯論員	(2)
11. 星島第四十一屆全港校際辯論比賽		
初賽	最佳辯論員	(1)

12. 第四屆「惠澤寰宇」聯校社群辯論大賽

初賽	最佳辯論員	(1)

13. Asia International Mathematical Olympiad Open Contest

Preliminary	Gold	(1)
	Silver	(1)
	Bronze	(7)

14. Greater Bay Area Mathematical Olympiad

Preliminary	Second	(2)
	Third	(2)

15. Hua Xia Cup - China Mathematical Olympiad Contest

Preliminary	Second	(1)
	Third	(5)

16. Thailand International Mathematical Olympiad

	Silver	(3)
	Bronze	(1)

17. The 7th Greater Bay Area STEAM Excellence Award

Life and Health	Gold	(1)

18. 2024-2025 Youth Arch Student Improvement Award

(19)

19. 2025/26 Achieving Carbon Neutrality Student Ambassador Training Scheme

Outstanding Reflection Sharing	(HFCC)
Student Ambassadors	(4)

20. Junior Secondary Science Online Self-learning Scheme 2026

Gold	(12)
Silver	(12)
Bronze	(2)

21. Junior Secondary History e-Reading Award Scheme

Excellence	(2)

22. Chemists Online Self-study Award Scheme

Diamond	(1)
Bronze	(1)

Cultural

1. Art

3rd Joint School Sand Painting Creation Competition

Secondary School	Champion	(5)
	1st Runner-up	(5)

2nd Portrait Drawing Competition 2026

Secondary School (F.1-F.3)	Gold	(16)

Grand International Children's Drawing Competition

Teenagers Category	Silver	(1)

1st Hong Kong Youth and Children's World Festival Painting Competition

	Champion	(1)

3rd "My Favourite Cartoon Animation" Drawing Competition

	2nd Runner-up	(1)

The Wharf Hong Kong Secondary School Art Competition 2025-2026

Painting Category	1st Runner-up	(1)

Wildlife Carnival Painting Contest

Secondary School	Champion	(1)

第十屆粵港澳大灣區動物畫卷藝術比賽

Junior Secondary Division	Champion	(1)

2. Cooking

2025 「你真惜食！」x「 綠得開心計劃 」 創意料理大賽

中學組	最受歡迎獎	(2)

3. Drama

2025-2026 Hong Kong School Drama Festival

Award for Outstanding Performer		(5)

4. Media

九龍城警區青少年罪行誌「短片攻略」影片創作大賽

	冠軍	(HFCC)
	最佳女主角	(1)

5. Music

78th Hong Kong Schools Music Festival

Secondary School Choir - Chinese		
Girls - Second Division - Senior	Silver	(HFCC)
Girls - Second Division - Junior	Silver	(HFCC)
Secondary School Choir - Foreign Language		
Girls - Second Division - Senior	3rd Place	(HFCC)
Church Music - Chinese		
Secondary School Choir - Age 19 or under, SATB	3rd Place	(SES & HFCC)
Woodwind Ensemble		
Secondary School - Junior (Same Instrument)	Bronze	(HFCC)
Vocal Ensemble - Foreign Language		
Mixed Voice - Secondary School - A cappella	Silver	(QC & HFCC)
Vocal Solo		
Foreign Language - Female Voice - Secondary School - Age 14 or under		
	2nd Place	(1)

Cello Solo

Intermediate	Silver	(1)

Di Solo

Secondary School	Bronze	(1)

Graded Piano Solo

Grade Seven	2nd Place	(1)
Grade Eight	Silver	(1)
Grade Six	Bronze	(2)
Grade Five	Silver	(5)

Zheng Solo

Intermediate	Bronze	(1)

粵曲獨唱

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

6th Hong Kong Chinese Instrumental Contest

Secondary School Division	Silver	(HFCC)

Inter-School Choral Festival - Competition Cum Masterclass

Senior Division	Silver	(HFCC)
Junior Division	Silver	(HFCC)

2026 Hong Kong Joint School Music Competition

Secondary School Choir (Senior)	Gold	(HFCC)
Secondary School Ensemble		
Woodwind	Gold	(HFCC)
Symphonic Band	Silver	(HFCC)
Percussion Ensemble	Silver	(HFCC)

12th International Elite Children Music Contest - Piano

Piano Class	Gold	(1)

全港十八區歌唱比賽

獨唱 - 中學組 - 九龍城區	金獎	(1)

第九屆 "紅豆生輝" 青少年粵劇粵曲比賽

粵劇組	一等獎	(2)
粵曲組	二等獎	(1)

2026 Asia Musicians Competition

Orchestra (Secondary)	Gold	(HFCC)

6th VWCM Hong Kong Chinese Music Competition

Guzheng Ensemble (Secondary)	Silver	(HFCC)

The 8th World Youth Choral Festival & Competition in Jeju, Korea

Folklore Category	Silver	(HFCC)
Secular Category	Silver	(HFCC)

Sports

1. 2025-2026 屈臣氏集團香港學生運動員獎 (1)

2. Athletics

九龍城區分齡田徑比賽 2025

女子 D 組 跳遠	亞軍	(1)
女子 D 組 100 米	季軍	(1)

黃大仙區分齡田徑比賽 2025

女子青少年 D 組 跳遠	季軍	(1)
女子青少年 D 組 100 米	季軍	(1)

新星啟德盃田徑錦標賽 2026

中學 C 組 400 米	第二名	(1)

2025-2026 St. Mary's Canossian College Sports Day

4x100M Invitation Relay	1st Runner-up	(4)

2025-2026 Inter-School Athletics Competition Division Three (Area Three)

Girls C Grade 100m Hurdles	1st Runner-up	(1)

3. Badminton

2025-2026 Inter-School Badminton Competition Division Three (Kowloon Two)

Girls Grade C	2nd Runner-up	(HFCC)

4. Cricket

2025 年全國青少年板球錦標賽

女子 U19 組	第一名	(1)

5. Dance

第六十二屆學校舞蹈節

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 獨舞	乙級獎	(1)
中學組 中國舞 三人舞	乙級獎	(3)

全港青少年精英舞蹈大賽 2025

青少年組 中國舞 群舞	金獎	(HFCC)

Starshine Cup Dance Competition 2026

Chinese Dance (Open) Solo	Gold	(1)

全港青少年精英選拔賽 2025 暨 CDPA 季度公開賽

13-15 歲分組單人 Chacha	第一名	(1)
13-15 歲分組單人 Paso	第二名	(1)
13-15 歲淘汰單人 Chacha and Jive	第三名	(1)

迎全運暨東區標準舞比賽

13-15 歲單人 Chacha and Jive	第一名	(1)

13-15 歲單人 Paso	第一名	(1)
13 歲或以上挑戰杯新星單人 Jive	第二名	(1)

6. Dodgeball

全港明「TEEN」閃避球新星挑戰賽

碗賽	亞軍	(1)

7. Fencing

香港兒童青少年劍擊精英賽

U14 女子重劍	亞軍	(1)

國際環境領袖視野劍擊比賽 2025 年國慶杯

U14 女子重劍	季軍	(1)

adidas x ASG Summer Fencing Challenge Cup

U14 Women's Epee	Champion	(1)

Asian Cadet Fencing Challenge 2025

U14 Women's Epee	2nd Runner-up	(1)

8. Rope Skipping

Jumpy 校際交互繩錦標賽 2026

30 秒交互繩開合跳	冠軍	(HFCC)
1 分鐘六人大繩	冠軍	(HFCC)

第七屆全港學界跳繩比賽

團體總成績 中學女子組	全場總季軍	(HFCC)
1 分鐘大繩 8 字走位速度賽 九龍西		
中學女子組	冠軍	(HFCC)
30 秒前繩速度賽 九龍城區		
中學女子初級組	冠軍	(1)
45 秒個人花式 九龍城區		
中學女子初級組	冠軍	(1)
中學女子高級組	亞軍	(1)
	季軍	(1)

第八屆全港學界跳繩比賽

團體總成績 中學女子組	亞軍	(HFCC)
1 分鐘大繩 8 字走位速度賽 九龍西		
中學女子組	冠軍	(HFCC)
4x30 秒混合速度接力賽 九龍西		
中學女子組	冠軍	(HFCC)
學界表演盃		
中學女子組	冠軍	(HFCC)
30 秒前繩速度賽 九龍城區		
中學女子初級組	亞軍	(1)
中學女子高級組	亞軍	(1)
	季軍	(1)
45 秒個人花式 九龍城區		

中學女子初級組	冠軍	(1)
	亞軍	(1)
中學女子高級組	亞軍	(1)
	季軍	(1)

9. Stacking

WSSA 2025 August One and Done Online Competition

All Around Female	1st Place	(1)

WSSA 2025 July Online Sport Stacking Tournament

All Around Female	3rd Place	(1)

2026 全港競技疊杯運動公開賽

公開組 團體計時接力賽	冠軍	(1)
U14 個人賽 3-6-3	亞軍	(1)
U14 個人賽 3-3-3	季軍	(1)

2026 競技疊杯馬年賀歲賽

U14 個人 3-6-3 項目	亞軍	(1)
U14 個人 Cycle 項目	亞軍	(1)
U14 個人 3-3-3 項目	季軍	(1)
公開組 雙人 3-6-3 計時對抗賽	季軍	(1)

2025 香港競技疊杯運動夏季挑戰賽

公開組 四人團體 3-6-3 接力計時賽	冠軍	(1)
公開組 個人 3-6-3 項目	亞軍	(1)
U15 個人 Cycle 項目	亞軍	(1)

2025 元朗區青年節競技疊杯錦標賽

公開組 團體 3-6-3 計時接力賽	亞軍	(1)
U13 個人 3-6-3 項目	季軍	(1)

第三屆全港競技疊杯挑戰賽

個人 3-3-3 項目 12-14F	冠軍	(1)
個人 3-6-3 項目 12-14F	亞軍	(1)
二人接力賽 中學組	亞軍	(1)

第五屆香港競技疊杯運動新秀賽暨冬季挑戰賽

公開組 團體 3-6-3 對抗接力賽	冠軍	(1)
U14 個人 3-6-3 項目	季軍	(1)
U14 個人 3-3-3 項目	季軍	(1)

10. Swimming

2025-2026 Inter-School Swimming Competition Division Three (Kowloon Two)

Girls A Grade 100m Free Style	2nd Runner-up	(1)
Girls A Grade 200m Breast Stroke	2nd Runner-up	(1)
Girls B Grade 4x50m Free Style Relay	1st Runner-up	(4)
Girls C Grade 4x50m Medley Relay	2nd Runner-up	(4)
Girls Overall	2nd Runner-up	(HFCC)

2025 九龍城區分齡游泳比賽

女子青少年 F 組 100 米自由泳	冠軍	(1)
女子青少年 F 組 100 米背泳	亞軍	(1)

2025-2026 大埔區分齡游泳比賽

女子青少年 F 組 100 米背泳	冠軍	(1)

2025-2026 St. Mary's Canossian College Swimming Gala

4x50m Invitation Relay	2nd Runner-up	(4)

2025-2026 St. Stephen's Girls' College Swimming Gala

4x50m Freestyle Invitation Relay	Bronze	(4)

11. Table Tennis

2025 年校際會展盃乒乓球比賽

女子中學組銀碟	冠軍	(1)

2025 九龍城區分齡乒乓球比賽

女子青少年 FH 組單打	季軍	(1)

12. Taekwondo

Come Train X TOT Sports Taekwondo Poomsae and Athletic Events Competition

Female Poomsae-Taegeuk 6 Jang (Open)	Champion	(1)

Services and Leadership

1. 2025-2026 年度九龍城區傑出學生選舉

高中組	優異獎	(1)

2. 全港中學數字素養與技能學生獎勵計劃

	金章	(1)

Scholarships

External

1. 2025 Ng Teng Fong Scholarship (1)

2. 2025-2026 Rev. Joseph Carra Memorial Education Grants

S4-6 Students (1)

3. 2025-2026 Sir Edward Youde Memorial Prizes (2)

4. 2025-2026 HKICPA/HKABE Joint Scholarship for BAFS (1)

VII. School Financial Summary

Financial Report as at 31 August 2026

Particulars	Surplus B/F & Income $	Expenditure $	Balance $
I. Government Funds			
(1) EOEBG (Accumulated Surplus 2024-2025 B/F)	**6,301,256.87**		
(a) Baseline Reference	**1,922,842.01**	**3,102,750.36**	
(b) Administration Grant	**3,676,704.00**	**3,641,972.57**	
(c) Capacity Enhancement Grant	**609,252.00**	**453,308.23**	
(d) Composite Information Technology Grant	**668,347.00**	**596,437.65**	
(e) Air-conditioning Grant	**552,776.75**	**469,596.80**	
(f) School-based Speech Therapy Admin Grant	**7,687.00**	**0.00**	
(g) School-based Management Top-up Grant	**48,047.00**	**2,076.65**	
(h) Amount transferred to Other Grants	**0.00**	**408,607.71**	
(i) Reserved Fund for Severance/Long Service Payment	**370,250.44**	**0.00**	
Sub-total:	**14,157,163.07**	**8,674,720.97**	
Surplus of EOEBG:			**5,482,413.10**
(2) Grants outside EOEBG (Accumulated Surplus 2024-2025 B/F)	**4,438,563.20**		
(a) Teacher Training Grant (SEN)	**26,044.00**	**26,044.00**	
(b) Diversity Learning Grant	**6,230,897.12**	**4,113,101.53**	
(c) Senior Sec. Student Mainland Exchange Programme	**274,995.00**	**274,995.00**	
(d) Moral and National Education Support Grant	**31,518.00**	**31,518.00**	
(e) Information Technology Staffing Support Grant	**108,340.25**	**95,600.00**	
(f) Grant for the Sister School Scheme	**50,820.00**	**50,820.00**	
(g) Promotion of Reading Grant	**530,000.00**	**0.00**	
(h) Learning Support Grant	**353,278.80**	**353,278.80**	
(i) Grant for Supporting NCS-SEN	**165,439.00**	**165,439.00**	
(j) Life-wide Learning Grant	**112,730.35**	**57,763.24**	
(k) Student Activities Support Grant	**473,380.45**	**465,253.35**	
(l) Parent Education	**106,769.00**	**106,769.00**	
(m) Promotion of Chinese Culture Immersion Activities	**418,243.84**	**418,243.84**	
(n) Promotion of Sports Ambience and MVPA60	**38,350.00**	**38,350.00**	
(o) Prom. Self-Directed Language Learning_English	**147,211.00**	**107,582.22**	
(p) Prom. Self-Directed Language Learning_Putonghua	**235,472.00**	**137,803.76**	
(q) Life-wide Learning & Sister School Grant	**22,505.00**	**17,330.00**	
(r) Grant for Support for NCS	**200,000.00**	**98,816.90**	
(s) IT-Lab Programme	**184,370.00**	**100,983.00**	
(t) Pilot Scheme on Other Languages	**1,159,500.00**	**775,668.09**	
(u) Greening School Subsidy Scheme	**164,172.00**	**153,615.60**	
(v) Support Fund for Students Residing in Wang Fuk Court	**207,170.00**	**202,140.00**	
(w) AI for Empowering Learning and Teaching Funding Programme	**250,000.00**	**110,275.00**	
	2,000.00	**2,000.00**	
	40,000.00	**40,000.00**	
	500,000.00	**0.00**	
Sub-total:	**16,471,769.01**	**7,943,390.33**	
Surplus of Grant Accounts Outside EOEBG:	**-4,438,563.20**		**4,089,815.48**
II. School Funds			
(Accumulated Surplus 2024-2025 B/F)	**6,495,790.35**		
(a) Tong Fai	**7,568,010.67**	**2,410,497.38**	
(b) Approved Collection for Specific Purposes Account	**595,153.65**	**18,752.40**	
(c) School Development Fund	**116,278.62**	**0.00**	
(d) Student Scholarship Fund	**392,772.05**	**127,000.00**	
(e) OLE Development Fund	**744,665.42**	**414,328.71**	
(f) Student Welfare Fund	**367,494.94**	**18,198.00**	
Sub-total:	**16,280,165.70**	**2,988,776.49**	
Surplus of School Funds:	**-6,495,790.35**		**6,795,598.86**
Surplus of Government Funds 2025-2026:			**9,572,228.58**
Refundable to EDB 2025-2026:			**(9,452.00)**
Accumulated Surplus of Government Funds 2025-2026 B/F 2026-2027:			**9,562,776.58**
Accumulated Surplus of School Funds 2025-2026 B/F 2026-2027:			**6,795,598.86**
Total Accumulated Surplus as at the End of the 2025-2026 School Year:			**16,358,375.44**

Evaluation of the Use of Various Grants

EOEBG for School-Specific Grants

Capacity Enhancement Grant (CEG):

- To enhance academic performance, an experienced Physics tutor was appointed to strengthen students' competencies. The integration of proprietary, teacher-designed demonstration apparatus significantly stimulated students' curiosity and engagement, enabling them to effectively bridge theoretical physics concepts with real-world applications. The targeted tutorial sessions equipped students with practical, exam-oriented problem-solving methodologies, resulting in demonstrable academic progress across internal assessments.
- An IT Administration Officer was appointed from September 2025 to August 2026 to facilitate the integration of mobile learning devices and digital technology into daily teaching. Feedback from the teaching staff indicated that this dedicated support substantially enhanced lesson preparation efficiency and optimised overall instructional delivery.
- Enhancement and Remedial Programmes
  - Chinese and Mathematics: Evaluative feedback from tutors indicated that a majority of students demonstrated encouraging progress in their coursework.

Composite Information Technology Grant (CITG):

- Throughout the year, IT equipment, software licenses, subscriptions and internet access services were maintained with excellent uptime and fault tolerance. The technician promptly resolved troubleshooting requests and seamlessly managed the setup and installation of various AV and IT assets, significantly minimizing technical disruptions during daily lessons and school events.
- The co-funding (CITG and TRG) of the IT and AV Technician position provided stable, continuous and high-quality technical support across the school. Evaluative feedback from teachers, non-teaching staff and students indicated a high level of satisfaction with the availability and reliability of our digital infrastructure.

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 two-hour seminar regarding "Challenges of AI on the Core Values System and Related Approaches in Values Education" was conducted by Mr Victor Lam, former Government Chief Information Officer. Another seminar regarding "Mental Wellbeing of Students and Teachers" was conducted by Dr Chan Kwok Ling on 17 April 2026. Both seminars were found to be useful and were well-received, providing practical insights through engaging speakers and informative content.

Other Grants outside EOEBG

Teacher Relief Grant (TRG):

- The History teacher possessed solid subject expertise and pedagogical skills, which effectively supported student engagement and interest in the subject. The teacher's proficiency in instructing senior levels was evident, showing a clear impact on students' development of examination techniques and preparedness for the HKDSE History examination. Through these structured teaching practices, students' subject competence and academic confidence were fostered.
- The English teacher demonstrated solid teaching skills and subject knowledge, which raised student interest and participation across English lessons. The teacher's effectiveness in managing these various levels was clear, yielding visible progress in students' language competence. Through these consistent efforts, students' interest in English was enhanced, and their overall subject competence was developed.
- The Mathematics teacher demonstrated dedication to catering to learner diversity and enhancing students' competence in Mathematics. Through attentive marking and timely feedback, the teacher ensured that students received appropriate support, collaboratively offering additional tutoring sessions beyond school hours to less-achieving students. This structured approach to addressing varied learning needs led to steady improvements in student performance and overall engagement in the subject.
- The CS and CES/L&S teacher addressed the diverse needs of students with varied abilities and implemented differentiated instruction to support both high-achieving students and those with learning difficulties. Through these tailored teaching strategies, students were more effectively engaged in their learning and demonstrated better understanding of the subject matter. As observed in internal assessments, students' competence in these subjects was enhanced.
- Two Teaching Assistants were recruited from 1 September 2025 to 31 August 2026. They assisted teachers in promoting mental health activities, supporting the STEAM Team, and taking non-teaching duties like patrol duties and accompanying students to outings.
- Supply teachers were appointed to provide teaching cover for regular staff on study and medical leave, as well as to accompany S1 to S3 students during their mainland educational tours. They demonstrated a high level of professionalism, provided valuable support and alleviated the overall workload of the teaching staff.
- Tutors recruited for the Summer Bridging Course demonstrated professionalism and helped S1 students engage well during lessons. A majority of the participants agreed that the programme facilitated their adaptation to an English-medium learning environment, introduced the school culture and supported a smooth transition from primary to secondary school life. To ensure ongoing support, detailed observations and feedback from the tutors were shared with S1 Class Teachers after the course, which enabled them to better anticipate and address the diverse learning needs of the new intake.
- 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.

Diversity Learning Grant (DLG):

- Our school continuously encouraged students to participate in gifted programmes and service initiatives

organized by different institutions. An S4 student was admitted to the HKUST Dual Program, where she completed the courses with satisfactory results and broadened her academic horizons through university-level exposure. In addition, an S2 student was successfully admitted to the Hong Kong Academy for Gifted Education to further nurture her exceptional potential. Beyond academic pursuits, our students also shone in servant leadership. Two S5 students participated in the VOICA "Set Life on Fire Service Project" to organize a Christmas celebration for Canossian primary students and demonstrated the humility and charity of our Foundress. To continue bringing hope to society, five S4 students designed and led summer activities for primary students. Through these diverse programmes, students actualised their potential and attained all-round development in a well-balanced way.

- Two S6 students and five S4 students participated in the network HKDSE PE programme. Through an effective mix of theoretical and practical sessions, students successfully equipped themselves with advanced knowledge and skills in Physical Education. Overall, all participating students demonstrated satisfactory performance and made solid progress toward their DSE preparation.
- Students demonstrated strong musicality and technical growth preparing for the DSE Music exam through the Network Music Programme. To further enhance students' self-regulation during remote collaborative tasks, school teachers could maintain regular synchronisation meetings with network instructors to optimise their learning progress.

Information Technology Staffing Support Grant (ITSSG):

- The ITSSG was utilised effectively to sustain core administrative and e-learning functions. Securing the IT Technician position ensured that our daily digital operations remained seamless and secure from September 2025 through August 2026. According to evaluative feedback from the teachers and staff concerned, the technician demonstrated great efficiency in maintaining the school's internal information systems and safeguarding network security.

Additional Funding for Non-Chinese Speaking Students (NCS) and Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs together with the TRG:

- The NCS Chinese teacher supported students with limited language foundations. Under the teacher's guidance, students showed steady progress in recognising basic vocabulary and responding to simple classroom instructions. To address their limited vocabulary, English-influenced syntax, and reluctance to speak Cantonese, the teacher implemented simplified materials and differentiated instruction. In response to the students' learning motivation, the teacher provided warm encouragement, built their confidence and gradually solidified their foundational Chinese skills.

Grant for the Sister School Scheme:

- Twenty students from the sister schools participated in the S2 National Education Day activity held on 15 May 2026 in Shenzhen. They took part in the Da-Jiang Innovations (DJI) drone workshop, where students from both schools exchanged ideas and experienced the advanced technology of our motherland. Through the joint DJI drone workshop, students practically experienced our motherland's advanced technology. The majority of participating teachers and students agreed that the activity effectively enhanced their understanding of China's rapid drone development, while deepening the communication

and friendship between students from both schools.

Promotion of Reading Grant (PRG):

Procurement of Library Books and e-reading resources:

- Two book exhibitions were held, with new books entering the library collection.
- SLS: The total number of loans was 7,036, compared to 6,731 last year.
- Wheelers e-platform: The total number of loans was 207, with 57 active patrons and 164 active titles.
- Scienceflix: The number of documents accessed is 898, with 294 login sessions.

Implementation of the Reading Award Scheme:

- The Reading Award Scheme encourages both quality reading through reflection (submitting book reports through Google Classroom) and reading books of different categories recommended by different subject departments. Book/food coupons were given to students when they collected a designated number of stamps. The programme was more well-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.

Organisation of library activities:

- Five students participated in the Joint-school Library Activity this year which involved an interview of asylum seekers in the form of Human Library organized by Plan International. Our students asked questions about the asylum seekers' history, life in Hong Kong and how they perceived their future. They found this activity deeply meaningful as they reflected on the concepts of wellness and self-love while learning about other people's hardships.

*Road to 5** Programme:*

- 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.
  - ✧ In junior levels, students agreed that the Jolly Learning Club (JLC) effectively helped them focus on their studies after school. Participants reported significant benefits in reducing homework stress, solving learning problems and helping them revise regularly for tests and exams. From the tutors' feedback, students were generally engaged and demonstrated a positive learning attitude, particularly in completing homework for subjects such as Mathematics, Science, and Geography. Many could follow instructions and completed assigned tasks during lessons, and overall performance was satisfactory.
  - ✧ In senior levels, the JLC successfully supported 30 senior form students during the 2025–2026 academic year by providing a structured environment that enhanced post-school study focus. Feedback from the annual survey was overwhelmingly positive, with all participating S4 and S5 students agreeing that the club effectively helped them concentrate on their coursework. Students reported significant benefits in mitigating homework-related stress, clarifying core subject doubts

and improving essential time management habits. The utilisation of past students as tutors proved highly advantageous; their guidance was deeply appreciated, earning high helpfulness ratings as revealed in students' survey. In addition, the mindfulness workshops organized with the guidance team provided valuable holistic support to ease academic anxieties.

- ✧ The Chinese Department organized supplementary classes for S5 students, strategically integrating those with special educational needs to ensure an inclusive learning environment. Feedback indicated that the vast majority of participants found these enhancement sessions highly beneficial for developing their study habits, language proficiency and examination techniques. Furthermore, the curriculum successfully strengthened their understanding of Chinese culture and core values, leading to steady progress in their academic performance. Students agreed that the provided handouts were of high value and that the overall course structure was well-organized.
- ✧ Miss Grateful Programme was organized by two School Social Workers to promote gratitude and positive values among those with special needs.
- ✧ The SEN Team enhanced early intervention strategies by organising inclusive activities designed to help students recognise and respect individual differences, which concurrently streamlined the early identification of special learning needs in incoming students. The integration of an Assistant Counsellor provided vital infrastructure, successfully balancing targeted student counselling with essential school duties to ensure a holistic, supportive environment.

The implementation of diverse activities enabled students to recognise and respect individual differences, while equipping those with special educational needs with essential life skills.

Life-wide Learning and Sister School Grant (LWLSSG)

- Chinese Classical Dance: Under the guidance of the coach, Ms Ivy Chan, the team members exhibited improvement in their dance techniques and achieved pleasing results in various competitions. Participation in these external events fostered students' stage confidence and deepened their appreciation of Chinese ethnic minority cultures. The team members showcased their talents during major school events, including the Graduation Day and the Year-end Celebration. Moreover, the team's outstanding performance in the 62nd Schools Dance Festival yielded highly encouraging results.
- Instrumental Learning Programme & other music groups: The school successfully expanded its instrumental classes and school teams, remarkably boosting student participation and ensemble cohesion. To further level up music skills, the music teacher introduced masterclasses with professional musicians, integrated advanced music theory workshops and established competitive ensemble performance pathways to challenge and inspire high achievers.

The evaluation of the rest of the items was presented in the Report on the Use of the Life-wide Learning and Sister School Grant.

Student Activities Support Grant (SASG):

- During the 2025–2026 school year, the Student Affairs Team utilised the SASG to promote campus equity and student development. Receiving a total of $38,350 from the government, the team achieved a 100% utilisation rate, fully allocating the funds to support nine students facing various

levels of financial difficulty. The grant comprehensively covered expenses across multiple areas, including school activities, the purchase of essential gear and materials, training for off-campus events, and participation in external competitions and courses. The impact of this financial aid was further validated by positive feedback; notably, a parent reached out to express deep gratitude, sharing that the grant significantly relieved her family's financial burden while enabling her daughter to fully explore and unleash her potential.

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

- Based on student reflections and completed evaluation forms, the majority of students agreed that the themed Mainland Educational Trips enhanced their understanding of China's history, culture and contemporary development. Similarly, accompanying teachers reported that students were highly engaged during the trips and that the visits effectively supported students' learning about the country's historical background, cultural traditions and recent developments.
- Student learning activities, such as the Chinese Dance Team, provided students with rich, multifaceted cultural learning experiences. According to feedback from both teachers and students, these performances not only benefited the performers but also increased the audience's interest in and understanding of Chinese culture.
- Teachers and students agreed that the Chinese culture-related activities effectively increased students' interest in traditional Chinese culture and strengthened their sense of national identity. These activities, such as traditional Chinese handicraft workshops including traditional paper-making and blue-and-white porcelain workshops, also provided students with meaningful and engaging opportunities to explore Chinese cultural heritage.

One-off Grant for Parent Education:

- The grant was spent on organising parent education programmes, such as parents' seminars, thematic parent education programmes and activities relating to the "Positive Parent Campaign". Parents agreed that the parents' orientation and parents' seminars fostered their understanding of adolescent development. They rated 4.8/5 on average in the evaluation. Activities relating to "Positive Parent Campaign" such as Parents' Day exhibitions, seminars and wellness cheer-up kits were held. These activities fostered a positive mindset, promoted effective parenting and 4Rs mental well-being, where healthy, happy and balanced development of adolescents was promoted. The parent newsletter, parents' gatherings and PTA outing fostered home-school collaboration.

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

- PE-related information technology and equipment were procured and utilised for the whole-school fitness test, which teachers agreed was highly conducive to promoting a positive sports ambience and supporting MVPA60. The grant was effectively deployed to organize diverse sports demonstrations, allowing students to experience unique sports such as archery, cycling, and cricket. These activities broadened students' horizons, enhanced their physical fitness and helped them develop positive values toward maintaining a regular exercise habit. Students agreed that the sessions were highly engaging and served as an excellent way to release emotional stress.

One-off Grant for Promotion of Self-directed Language Learning (English Language):

- With the use of the grant, S2 students were able to receive training for their Choral Speaking competition, which sparked their interest in using English in expressive arts. More than that, they joined a movie-viewing activity in which they watched the film Zootopia 2, allowing them to reflect on values such as empathy, respect and inclusivity while learning English. The grant also facilitated English Language Centre activities such as the Grammy Contest and the Oscar Contest, which prompted students to pay attention to English outside the classroom. Drama workshops were also an important highlight. The grant facilitated the training of students for their drama performance, which enabled students to explore English in another medium. The grant was also used to purchase new dictionaries for students to engage in self-directed learning when they encounter words that they do not understand, promoting the habit of consulting a dictionary and searching for information in the process of learning.

One-off Grant for Promotion of Self-directed Language Learning (Putonghua):

- Targeting S1 to S3 students, the Putonghua learning initiatives integrated language acquisition into real-life experiences. Under a collaborative framework, the Putonghua Week Booth Games (co-organized with the Chinese History Department) engaged over 81% of S1 students in a relaxed environment, while the Film Appreciation sessions used multimedia to expose students to standard pronunciation and boost their communication confidence. In addition, the Ocean Park life-wide learning experience extended learning beyond the classroom. Working in groups to complete interactive, real-world tasks in Putonghua, students effectively honed their teamwork and verbal adaptability, achieving the pedagogical goal of learning through play and applying knowledge in practice.

One-off Funding for Pilot Scheme on Other Languages for Junior Secondary Students:

- The Japanese and French language courses were conducted this year, with student feedback reflecting high levels of satisfaction. While the courses demonstrated strong instructional quality and sound curriculum design, opportunities for scheduling adjustments were identified to further improve the student experience next year. A key driver of the programme's success was the quality of instruction provided by the French teacher, Mr Olivier, who consistently delivered clear and personalised feedback. This tailored approach created an engaging learning environment that effectively supported individual student progress throughout the year. Moreover, the course design and learning materials of both languages were highly valued by participants, who appreciated the well-organized textbooks and logical learning paths. The curriculum's balanced focus on practical language components, including grammar, pronunciation, common phrases, and targeted vocabulary, ensured that the content remained relevant and accessible.
- Overall, students developed their interests and capabilities in both French and Japanese, building the confidence to communicate at a beginner level. According to assessments conducted by the service provider, the participants successfully achieved the required beginner-level proficiency.

Funding for the Greening School Subsidy Scheme 2025/26 by the Leisure and Cultural Services Department (LCSD):

- The funding provided vital financial support for purchasing learning and teaching materials and maintaining the back gate garden. Funded initiatives included the S1 Planting Workshop on 11 November 2025 and several lunchtime promotional activities in early 2026 led by the Incense Tree Conservation Ambassadors to foster information literacy and conservation awareness. Participating students demonstrated increased interest and knowledge regarding plant growth, with some sharing their gardening progress with teachers. Evaluation feedback indicated that the promotional events deepened students' understanding of Incense Tree conservation, validating the funding's effectiveness in supporting hands-on environmental education.

Funding for the IT Innovation Programme by the Government:

- A majority of the participating students had shown a solid and consistent grasp of core STEAM concepts. In the Robomaster course, students utilised basic programming constructs to write and debug code, enabling their bots to perform autonomous movements and navigate obstacles effectively. In the VR CoSpaces course, students built a well-designed VR environment that incorporated various interactive elements and demonstrated a good understanding of programming logic to enhance the user experience. Their project successfully captured and reflected upon the historical theme of "The Seven Voyages of Zheng He". Moreover, in the AI-900 Microsoft Certificate Course, students grasped the implications of AI ethics in society and successfully passed the examination on AI knowledge and skills. With the use of AI, students were also able to design an AI application that checked skin conditions and diagnosed common skin problems. With the data collected through the application, students successfully handcrafted skincare products that tackle the skin problems diagnosed.
- A grant of $24,000 was sought under "IT Innovation Lab in Secondary Schools" to provide full subsidy for the organisation of two STEAM workshops conducted by CUHK Shiu-Ying Hu Herbarium. These two STEAM workshops are, namely, "Virtual Reality of Vegetation Trail and Plant Survey in Campus" and "Use of IoT and Ex-situ conservation action of Incense Trees in school campus". Altogether, four lessons with a total of 10 contact hours were delivered to our 17 "Incense Tree Conservation Ambassadors" (ITCA) between April and July 2026. During these lessons, students learned how to take daily photos of the Incense Trees for later construction of their respective time-lapse videos. Students also gained a much deeper understanding of different plant species on campus by having a guided campus walk by staff from the Herbarium and learned to film VR videos with an "Insta360" device for later processing. It was expected that a VR video introducing the plantation trail on campus would be delivered to our school for all stakeholders' viewing. A time-lapse video demonstrating the growth of the three Incense Tree plantlets would also be received by our school for demonstration to the public. The ultimate aim of these two STEAM workshops is to enable students to apply STEAM and the latest IT technology in gaining a deeper understanding of plants surrounding us as well as studying the practical feasibility of "Remote monitoring" of plants' growth. The grant provided the necessary support to create new learning opportunities for students to broaden their horizons beyond the regular curricula and to connect their learning with nature.

Urban Sports Funding Scheme 2025/26 funded by the Government (collaborated with the Schools Sports Federation of Hong Kong, China):

- The funding was utilised to organize an after-school beginner-level skateboarding class, providing a total of 11 students with the opportunity to explore this sport. All participants actively engaged in the sessions, with the majority demonstrating above-average mastery of basic skateboarding skills. Through consistent practice and positive reinforcement, the course effectively fostered the students' interest in the sport while significantly boosting their self-confidence.

Appendices

Staff Development

- On 25 August 2025, all teaching staff gathered at St. Mary's Canossian College for a Joint-Canossian School Staff Development Seminar before the start of the new academic year. The two-hour seminar, titled "Effective Communication – Shall we talk with empathy", conducted by a former Educational Psychologist from the EDB, Mrs Karina Cheung, focused on enhancing effective communication skills as a cornerstone of all successful relationships within the school community.
- On 30 September 2025, a Coffee Landscape Painting Experiential Workshop for teachers was held as a part of the Wellness Carnival. The warm, familiar aroma of coffee paired with the slow, deliberate process of landscape painting creates a calming, therapeutic atmosphere. This experience allows teachers to relax, engage their senses, and shift their focus away from daily professional pressures. It helped reduce stress, fostered creative confidence, and promoted social bonding among staff.
- On 11 October 2025, the new teachers of this school year gathered at the Canossian Mission on Caine Road to get inspired on how to become Canossian educators. The theme of the programme was "Embodying Professional Integrity through Canossian Compassion". In the seminar, Sr Veronica Fok introduced the Canossian values and inspired new teachers on how to practise charity and humility as Canossian Educators, while Mr Anthony Chan from Pui Tak Canossian College shared his experience regarding the application of professionalism in his daily work to build the next generation of Canossian daughters. In the second part of the seminar, a guided tour was offered to the new teachers to visit the heritage, chapel and artefacts exhibition in the Canossian Mission, through which they learned more about the history and charity work of our sponsoring body.
- The Staff Development Day on 30 October 2025 focused on three essential areas: legal compliance in child protection, enhancing students' learning motivation, and integrating technology through AI. The morning began with Ms Ma, a registered social worker from Against Child Abuse, who provided a crucial briefing on the Mandatory Reporting of Child Abuse Bill. Passed in July 2024, this legislation is set to take effect in January 2026, requiring educators to report suspected serious cases. Ms Ma clearly outlined the roles of teachers in prevention, protection, and therapeutic support, using case studies to guide staff on appropriate action and reporting procedures to meet these new legal and

ethical obligations. Following this, the school's Educational Psychologist, Ms Chen, presented an insightful workshop on Improving Learning Motivation. The session explored the differences between extrinsic and intrinsic motivation, focusing on the sustainability of intrinsic drive. Ms Chen offered practical strategies to promote this internal motivation, including the effective use of positive reinforcement, constructive feedback and thoughtful task/assessment design. The Staff Development Day concluded with an engaging session led by the School IT Team, Ms Crystal Choi and Mr Nicolas Chan, focusing on the Application of AI in Education. The presenters demonstrated how two specific AI applications can be leveraged to streamline the creation of teaching and learning resources. Teachers were inspired to use Kuse AI in generating teaching ideas, developing short quizzes and making interactive PowerPoints. They also learned to use Copilot for generating specialised visual resources, such as 3D models and precise mathematical diagrams, showcasing AI's potential to enhance lesson delivery and visual engagement.

- The EDB conducted the External School Review (ESR) on 26, 27, 29 January and 3, 6 February 2026. The feedback provided by the EDB inspection team was highly valuable. The school extended its sincere gratitude to the EDB team for their professional advice and constructive guidance. The ESR facilitated a valuable professional exchange between the inspectors and our teaching staff. These insights have fostered a spirit of continuous improvement and would serve as a foundational guide for the school's future strategic development.
- The Staff Outing held on 25 March 2026 was a meaningful experience dedicated to enhancing our teachers' wellness. The enlightening visit to the National Security Education (NSE) exhibition in Tsim Sha Tsui offered a valuable opportunity to deepen our shared understanding and civic awareness. This was followed by an enjoyable lunch nearby, providing a relaxing atmosphere for teachers to connect and rejuvenate. Ultimately, the day was a wonderful blend of professional growth and communal joy.
- Our school actively participated in the EDB Learning Circle for Economics and the SEN Professional Development Courses during the 2025-2026 school year. On 10 April 2026, our Head of Economics Department, Mr Kevin Wong, participated in a professional learning circle session with EDB consultants and external teachers. On 27 April 2026, as part of the SEN course requirements, Ms Paula Ho, conducted a Mathematics lesson for observation by course instructors and external teachers. These initiatives facilitated a high-level professional exchange, allowing our staff to share pedagogical insights and inclusive teaching strategies.
- On behalf of the Music Department, our school conducted trial teaching using specialised interdisciplinary electronic materials designed to promote Chinese culture. Our Head of Music Department, Ms Angel Leung, joined the EDB's Professional Learning Community "Applying Information and Digital Technology in Secondary Music" to enhance pedagogical skills through collaborative workshops. On 5 May 2026, Ms Leung hosted a peer lesson observation for other secondary music teachers, demonstrating the integration of information technology in Cantonese Opera instruction to facilitate professional exchange.
- On May 18 2026, the Catholic Diocese of Hong Kong held the Catholic School Teachers' Day at AsiaWorld-Expo under the theme "Messengers of Hope". Along with our school, thousands of educators from Catholic schools across the territory participated in the event. The gathering

emphasised that a teacher's pastoral care cannot be replaced by AI. It also examined AI literacy through a Catholic lens, reinforcing the integration of the five Catholic core values into daily pastoral care.

- On 29 May 2026, fuelled by revitalised dedication, the teaching staff engaged in a thorough whole-school review. By applying the Planning-Implementation-Evaluation (P-I-E) framework, teachers sought to refine our educational practices, ensuring the continued development of a supportive and dynamic environment where every student can thrive.

Way Forward

Throughout this year of God's abundant blessings, our school's progress was clearly evident in the hard work and dedication shown by every member of our school community. United as Holy Familians, we forge ahead with optimism, embracing new horizons while cultivating a community rooted in self-care and mutual encouragement. Our shared vision is to strengthen our interpersonal bonds, nurture meaningful relationships and empower every member to champion a healthy school culture. We continue to thrive in Holy Family, cultivating a growth mindset to meet every challenge, embracing the beauty of diversity and honouring all creatures as we journey together as one family.

Submission of Annual School Report 2025-2026

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: 14 October 2026

Respecting Life in Praise and Gratitude for God's Creation

33 Inverness Road, Kowloon City
九龍城延文禮士道 33 號
Tel : 2337 9123 Fax : 2337 0827
Website : www.hfcc.edu.hk
E-mail : office@hfcc.edu.hk