

HEEP YUNN SCHOOL
SCHOOL REPORT
2025-2026

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CHAPTER 1: Portrait of Heep Yunn School

School Background

By the Grace of God, Heep Yunn School is an Anglican school established in 1936, when two former Church Missionary Society institutions, namely Fairlea School (1886) and Victoria Home and Orphanage (1887), were joined together. The name "Heep Yunn" means "united in grace" in Chinese. Over the years, Heep Yunn has gradually grown from a Vernacular school into an English-medium school providing a high quality, all-round education for girls in Hong Kong. In 2012, the school switched its status from a government grant-in-aid school to a direct subsidy scheme school.

The founders of Heep Yunn were committed to bringing education to young women and orphans in answer to the call of duty at a time of economic instability and threat of war in 1930's Hong Kong. They believed in empowering students to bring enlightenment to our nation and support to our people. To this day, the school abides by its dedication to serve our fellow men in the love of Christ.

School Vision and Mission

It is the mission of the school to provide our students with a Christian education that develops the whole person in the following areas: moral, intellectual, physical, social, aesthetic and spiritual; to instil in our girls a spirit of public service, and to build a firm foundation in both Chinese and English.

School Motto

In strength and grace we stand united
In faith and love we are committed

School Management

Heep Yunn School is operated and managed by the School Management Committee (SMC), with the Council of Heep Yunn School as the School Sponsoring Body. The Council is also the School Sponsoring Body of Heep Yunn Primary School and Heep Yunn School Private Kindergarten.

Members of the Council of Heep Yunn School and the School Management Committee

The Right Revd Dr. Timothy Kwok	(Chairman)
Prof. Allan Yuen	(School Supervisor)
Mr. Iain Bruce	(Hon. Treasurer)
Miss Bella Leung	(Hon. Secretary)
Mr. Roland Chow	
Mrs. Betty Cheng	
Miss Fion Lee	
Mrs. Linda Fung	
Prof. Edwin Chan	
Dr. Arnold Cheng	
Mr. Herman Tsoi	
Miss Anita Fung	
The Very Revd Franklin Lee	
Dr. Eugenie Leung	
Mr. Simon Tang	
Dr. Wai Him Kwok	
Miss Fanny Lam	

Campus and Facilities

The school is located on an 11,000 sq. m. campus consisting of six building blocks: the Lau Cheung Suet Ming Building (1936), the Chapel of St. Clare of Assisi (1957), the Chau Hau Leung & Li Shiu Ching Building (1964), the Library (1966), the Jubilee Building (1986) and the Mr. & Mrs. Au Sue Hung Building (2005). Outdoor facilities include a 25-meters swimming pool, 4 multi-purpose games courts, a Sorority Garden, a parking area and a lawn. Other facilities include the School Hall, the School Canteen, Student Development Centre, 30 special rooms including the Black Box Theatre, the Innovation Laboratory, the Visual Arts Room, the Music Room, the Technology & Living Room, and Lecture Theatre, 30 classrooms, and a 3-storey high sports centre.

Useful Links

For further information, please visit:

(i) our School's homepage:
http://www.hys.edu.hk/

(ii) our School's Prospectus:
http://www.hys.edu.hk/school_prospectus-2/

(iii) website of the Committee on Home-School Co-operation, search "Heep Yunn School" under "Secondary School Profiles" for public reference:
https://www.chsc.hk/ssp2025/index.php?lang_id=1

CHAPTER 2: School Development- Review on the Major Concerns

3-Year Major Concern (1)

To cultivate a global perspective in students by strengthening the school-based curriculum, offering a non-local curriculum and engaging in tailored activities.

Annual Target (1)

To enrich the curriculum with global elements.

Progress and Achievements

Curriculum Enrichment with Global Elements across Academic Departments

To systematically expand students' academic horizons, the School has integrated international dimensions and global perspectives across multiple Key Learning Areas (KLAs). This curriculum enrichment is supported by strong professional engagement, as evidenced by the year-end teacher survey. An overwhelming **84.06% of respondents** reported that they had successfully incorporated global elements into their schemes of work and daily lessons, actively encouraging students to analyze academic topics through a global lens. This pedagogical shift was further reinforced by **88.41% of teachers** who actively utilized international case studies, diverse texts, and global datasets to enrich their classroom instruction.

Across selected departments, this strategic mandate has translated into exemplary classroom practices and student achievements. In the English Department, all Form 4 students completed a structured 12-lesson module in Term 1 entitled *"Global Perspectives: Skills for Effective Communication"*. This module covered contemporary international themes, such as emerging trends in global workplaces and pathways to climate awareness, utilizing active learning methodologies like case studies, collaborative discussions, and professional CV writing. The outcomes were exceptional, resulting in a **100% pass rate** and **74.7% of students attaining a distinction-level score of 70 marks or above**, which demonstrates a high level of global communication proficiency.

In other disciplines, curriculum enrichment was equally impactful. **The Mathematics Department** successfully introduced historical and cultural contextualization into core mathematical concepts; before teaching Pythagoras' Theorem, teachers shared historical narratives regarding Pythagoras' life and mathematical discoveries in ancient civilizations, fostering a deeper appreciation for the global history of science. In **the Economics Department**, students' textbook learning was broadened through customized e-learning modules and interactive *"Travel Econ Journey"* segments, exposing them to real-world global economic dynamics and contemporary financial trends beyond standard classroom boundaries. **The**

Geography Department adopted a comprehensive vertical integration strategy from F.1 to F.6 by incorporating global case studies and cross-border regional examples into daily instruction. They redesigned formative assessments to include research and discussion tasks focusing on geographical issues from a global perspective, and aligned summative assessments to feature exam items testing cases and perspectives from different nations and regions. Furthermore, the **History Department**, representing the PSHE KLA, reviewed and revised its Cross-subject Project Learning framework. This curriculum revision enabled students to demonstrate a sophisticated understanding of complex contemporary issues, deliver balanced analyses, and offer mature, actionable suggestions on how they could contribute to humanitarian efforts as responsible global citizens.

Implementation of Adapted Curriculum in Form Four

As a critical stepping stone toward academic diversification and internationalization, the School successfully designed and implemented an adapted preparatory curriculum in Form Four. This bridging curriculum was offered in **Mathematics, Biology, Chemistry, and Economics** to selected cohorts. It was strategically designed to ease the cognitive transition, broaden academic perspectives, and lay a solid academic foundation for students preparing to embark on the International Advanced Level (IAL) curriculum in Form Five. Feedback from the concerned teachers was highly encouraging, with **83.05% of the concerned teachers agreeing** that the school's strategic preparations to offer a non-local curriculum (IAL) have expanded appropriate subject and pathway options, ensuring the School is well-positioned to cater to diverse student learning needs and aspirations.

Co-curricular Activities and External Competitions

To complement classroom learning, departments actively organized tailored co-curricular activities and steered students toward prestigious international competitions, securing exceptional external recognition. Year-end teacher survey results indicated that **85.19% of the concerned teachers** successfully incorporated global themes into co-curricular activities, including school assemblies, cultural exchanges, and seminars led by speakers. Internally, **the English Department** encouraged students' participation in a *Mock International Conference*, which simulated professional diplomatic proceedings and developed students' global citizenship, diplomacy, and debate skills. Concurrently, the **Tourism and Hospitality Studies (THS) Department's** Tourism & Business Society organized an interactive educational exhibition in November 2025 showcasing the *"New 7 Wonders of the World"*, paired with competitive educational quizzes to enhance students' cultural and geographical literacy.

Externally, the **BAFS and Economics Departments** actively encouraged student participation in high-caliber regional and international business case competitions, most notably the **2026 FedEx/JA International Trade Challenge**. In this competition, the student team **"Lalaserve"** was tasked with developing a highly detailed, localized business plan to introduce a commercial drone technology company into the Vietnamese

market. To successfully pitch their proposal, students analyzed Vietnam's complex economic indicators, political climate, legal frameworks, cultural nuances, and business environment. This experiential learning opportunity successfully cultivated practical global business acumen and boosted student motivation. This active engagement deepened their grasp of complex global economic dynamics and resulted in a remarkable haul of at least **19 regional awards** this academic year. In parallel, the **Science Departments** provided students with invaluable exposure to global scientific developments by supporting their participation in local and regional science competitions, from which winning teams were awarded prestigious opportunities to participate in leading international exhibitions and STEM competitions. Notably, a student team represented Hong Kong at the 51st International Exhibition of Inventions Geneva 2026 in Switzerland, showcasing their inventive capabilities on a world-class stage. Furthermore, our young innovators competed in the World Youth STEM Invention Innovation (WYSII) 2026 in Thailand and presented their scientific research at the MILSET Expo-Sciences International (ESI) 2025 in Abu Dhabi, United Arab Emirates. These overseas science exhibitions and competitions have not only validated our students' scientific inquiry skills on an international level but have also significantly broadened their academic horizons and fostered cross-cultural collaboration with global peers.

Students' Evaluation on the Outcome

The overall student response to the School's global education initiatives was outstandingly positive, as indicated by the high average scores across all major indicators in the year-end student survey. Measured on a **5-point Likert scale**, students highly valued the learning experiences provided. Specifically, students felt they were given ample opportunities to learn about global issues in their daily lessons, resulting in a mean score of **4.25**. They strongly acknowledged that their teachers encouraged them to look at topics from a global perspective (**4.24**) and frequently utilized case studies, examples, and resources from different parts of the world (**4.20**). School activities and assemblies were also recognized for their strong alignment with international themes, scoring **4.21**. Finally, the student body expressed a clear appreciation for the school's strategic academic planning, noting that the preparation to offer a non-local curriculum (IAL) had significantly increased their awareness of diverse academic pathways, yielding a mean score of **4.18**.

Reflection

On the whole, the major concern of enriching the curriculum with global elements to cultivate international perspectives has been substantially attained. Through systematic, school-wide curriculum integration across major academic departments, paired with the strategic execution of the adapted F.4 non-local preparatory curriculum and high-impact co-curricular initiatives, the School has fostered an intellectually rigorous global outlook among the student body. This milestone is strongly validated by highly positive stakeholder feedback from both year-end teacher and student surveys, demonstrating a unified alignment of pedagogical intent and student learning experiences.

Nevertheless, in light of the increasing complexity of global affairs and the rapidly evolving geopolitical dynamics between nations, the School recognizes that fostering international awareness is an ongoing process. Moving forward, the curriculum must transcend cognitive knowledge to cultivate a deeper sense of intellectual curiosity, cultural empathy, and global humility among students. It is paramount that our graduates not only comprehend global systems but also possess the emotional and cultural intelligence to show genuine respect, open-mindedness, and mutual understanding toward diverse cultures and perspectives.

Future Planning

The qualitative and quantitative data gathered throughout the 2025/26 academic year demonstrate that Major Concern 1 has been met with high efficacy. Our dual-track approach—which dynamically enriches the school-based local curriculum while establishing a preparatory framework for the non-local International Advanced Level (IAL) pathway—has significantly expanded our students' global awareness. This strategic development strongly aligns with the Education Bureau's "Seven Learning Goals of Secondary Education," specifically advancing students' "national identity and global perspective", "breadth of knowledge", "language proficiency", and "generic skills".

Building on this solid foundation, the School will implement the following strategic initiatives to sustain and scale our achievements:

- Formalization of the F.5 IAL Curriculum: We will transition from the F.4 preparatory phase to the full rollout of the Form Five IAL curriculum, expanding diverse and internationally recognized academic pathways for our senior students.
- Establishment of the Global Education Team: A dedicated, cross-curricular Global Education Team will be set up to coordinate, and quality-assure the global-learning activities. The School will actively forge new partnerships with overseas educational institutions to offer a wider range of cultural exchange activities for our students.

3-Year Major Concern (2)

To build Artificial Intelligence (AI) literate learners.

Annual Target (2):

To enhance AI literacy among key stakeholders.

Progress and Achievements

Two-tier Approach

In our inaugural year of systematically integrating artificial intelligence into education, the school adopted a two-tier approach to effectively cultivate AI literacy among our key stakeholders. **Tier 1** focused on establishing baseline AI competencies across the entire teaching staff. To facilitate this, the school secured a comprehensive subscription to the AI platform "Goodclass.ai", granting all teachers access to user-friendly toolboxes and multiple instructional chatbots. This foundational infrastructure was reinforced by professional development workshops delivered by the Solomon Learning Group, which successfully ensured that staff attained technical mastery and instructional confidence in navigating these digital tools.

Simultaneously, **Tier 2** utilized designated Education Bureau (EDB) grants to launch targeted pilot programs across selected departments, namely Chinese, English, Mathematics, Junior Science, Information and Communication Technology (ICT), and Science and Technology. These specific panels pioneered the practical integration of AI into school-based learning and teaching workflows.

The pilot departments reported encouraging milestones and valuable pedagogical reflections at the conclusion of the academic year. Here are some highlights: The **Chinese Department** successfully implemented the "Mubi" (巫筆) AI platform to support descriptive and expressive writing instruction among Form 4 students, achieving commendable learning outcomes. To address minor technical limitations observed during the pilot, the department plans to deploy targeted instructional strategies next year, including proactive pre-screening of content by teachers, structured classroom guidance, and standardized student rewriting procedures to maximize the tool's educational value. Meanwhile, **the Junior Science Department** focused on building professional capacity and developing high-quality curriculum resources. Panel teachers actively enrolled in specialized short courses organized by The University of Hong Kong (HKU) covering various facets of AI-assisted science education. In collaboration with the Centre for Learning Sciences and Technologies at The Chinese University of Hong Kong (CUHK), they successfully co-developed and integrated custom AI-assisted learning resources into science lessons. In the **Science and Technology Department**, administrative efficiency and peer collaboration were highly prominent. The panel head and department members integrated generative AI tools into their daily lesson preparation routines, reporting a noticeable reduction in administrative preparation time. The department systematically deployed over two distinct AI applications, and panel members regularly held internal sharing sessions each term to exchange prompt engineering exemplars and digital workflow records.

Evaluation of Effectiveness

Quantitative and qualitative data collected from our year-end surveys indicate a highly successful foundational year, demonstrating a marked

increase in AI utilization and competence among both teachers and students.

Teacher Proficiency and Efficacy

The overall adoption rate and self-efficacy levels among the teaching staff are highly positive. An overwhelming **92.75%** of teachers agreed that the school provided appropriate resources—such as licensed AI platforms, targeted professional development, and the School-based Artificial Intelligence Assessment Scale (AIAS) guidelines—to support their pedagogical transition. Crucially, **91.30%** of staff members successfully incorporated AI into their teaching or professional administrative tasks, which include lesson planning, feedback generation, and assessment design. The pedagogical utility of these tools was further confirmed by **81.16%** of teachers who agreed that AI assisted them in effectively differentiating instruction and supporting diverse learners. Furthermore, our educators demonstrated strong critical engagement with the technology, with **85.51%** of respondents actively evaluating AI outputs for accuracy, bias, and suitability for student learning. Ultimately, this comprehensive support system culminated in **88.41%** of teachers reporting a significant increase in their professional confidence when utilizing AI for teaching and learning.

Student Literacy and Engagement

Our student body demonstrated a parallel enhancement in AI literacy and ethical awareness. According to subject assessments in Senior Form ICT (F.4 to F.6), the vast majority of students successfully demonstrated an understanding of AI concepts and information literacy. In the junior secondary forms (F.1 to F.3), a strong majority of students reflected that their AI literacy had either enhanced or enhanced greatly, representing **90%** of F.1, **77%** of F.2, and approximately **80%** of F.3 students.

These outcomes are further supported by the year-end student survey, which measured responses on a 5-point Likert Scale. Students expressed a high level of critical awareness, scoring **4.35** on their understanding of the importance of verifying AI outputs for accuracy, bias, and relevance, and **4.32** regarding their awareness of ethical boundaries and plagiarism. Students also recognized the practical benefits of technology, scoring **4.26** on how AI helped them learn better or work more efficiently. General knowledge and technical confidence were also rated highly, with a score of **4.20** indicating that they had successfully learned how AI works, **4.19** representing confidence in using AI to support self-directed studies, and **4.16** demonstrating proficiency in writing effective prompts to obtain high-quality results.

Challenges Identified

Despite these significant achievements, the implementation process highlighted several critical challenges that must be addressed to ensure sustainable progress. For our teachers, the primary concern was the inconsistent accuracy of AI outputs and the occurrence of "hallucinations,"

which was flagged by **53.62%** of the staff. Additionally, **37.68%** of teachers reported a lack of adequate time to learn and experiment with new tools, with an equal percentage expressing uncertainty regarding academic integrity, plagiarism, and ethical boundaries. Concerns over data privacy and information security were cited by **34.78%** of teachers, while **27.54%** noted a personal deficit in high-quality prompting skills, and **26.09%** struggled with a lack of access to premium or paid AI models.

Students faced similar hurdles, with an overwhelming **74.1%** expressing difficulty in trusting AI outputs due to the prevalence of "hallucinated" or fake information. Plagiarism and school disciplinary boundaries remained a source of anxiety for **36.65%** of students, while **28.69%** struggled to formulate the precise prompts needed for their work. Financial barriers also restricted student access, as **26.69%** noted that the tools they required were locked behind paywalls, leaving them with limited free versions. Finally, **17.93%** of students felt challenged by inconsistent expectations, noting that teachers in different subjects applied different rules for AI usage.

Reflection

While Artificial Intelligence offers significant educational benefits, we recognize that it is not without its faults and limitations. It is imperative that we continue to empower our teachers, equipping them to guide students in utilizing these tools with wisdom, critical thinking, and purpose. To ensure a cohesive approach and to effectively address the reported pain points of both staff and students, the establishment of a dedicated committee for centralized digital education planning is highly recommended.

Given the rapid evolution of technology, cultivating a culture of continuous learning and critical reflection is essential for future-proofing both our educators and learners. Amidst growing public discourse regarding the potential societal impacts of AI, our role as educators is more crucial than ever. We must actively nurture core values and virtues, ensuring students possess the moral compass to utilize AI responsibly and ethically. By prioritizing character development alongside technological competence, we equip our students to leverage AI as a powerful tool for empowerment, ensuring human ingenuity remains at the forefront of their development.

We are highly appreciative of the Education Bureau (EDB) grants, which have provided the critical initial resources for AI platform subscriptions and foundational professional development. However, as these specific funding streams conclude, securing long-term sustainability becomes a primary institutional focus. It is vital for the school management to identify alternative resources and strategic partnerships. This proactive planning will ensure we maintain our current developmental momentum and continue building a sustainable AI infrastructure that supports long-term educational excellence.

Future Planning

Under this major concern, the school has successfully cultivated robust "digital literacy" among key stakeholders, strictly aligning with the "Seven Learning Goals" of the Education Bureau (EDB). To sustain and build upon this momentum, we will establish the Digital Education Committee in the upcoming academic year to formulate and launch our First Five-Year Plan on Digital Education. In direct alignment with the EDB's *Blueprint for Digital Education Development*, this strategic roadmap will coordinate holistic planning across four levels—school, system, teacher, and student—to systematically address the EDB's four key performance indicators.

The committee's immediate priority will be resolving identified stakeholder pain points. To support teachers in learning and teaching, our strategic plan will prioritize formulating clear, school-wide guidelines to eliminate ethical ambiguities and align classroom expectations. We will also develop and deploy a dedicated school-based prompt library for teachers, focusing on sophisticated prompt engineering and rigorous output verification to mitigate accuracy and hallucination concerns. Simultaneously, the school will explore sustainable avenues to secure institutional access to premium AI models, thereby resolving resource disparities and fostering a responsible and ethical AI-assisted learning environment across the curriculum.

3-Year Major Concern (3):

To promote students' well-being and resilience with reference to the PERMA model.

Annual Target (3):

To cultivate **Positive emotions** and encourage active **Engagements** among students.

Progress and Achievements

Whole-school Approach

The School adopted a whole-school approach to address its third Major Concern. Recognizing that staff well-being is the foundation of student well-being, the School heavily invested in professional development to equip educators with positive psychology frameworks. This foundation was seamlessly translated into classroom pedagogy and complemented by a series of structured, student-led, and school-wide wellness programs designed to foster positive emotions and active engagement across all form levels.

Professional Development: Empowering Teachers as Facilitators of Well-being

To ensure the effective delivery of positive education, the school established a hearty training pipeline for its teaching staff. The capacity-building process began with targeted, specialized training where selected teachers attended the intensive *Discovering Positive Education* training hosted by the **Bei Shan Tang Foundation** on 6–7 November 2025. This specialized programme provided key staff with the pedagogical frameworks necessary to design subsequent school-wide professional development sessions and student programmes.

Following this, professional development was extended to the entire teaching staff on the annual Professional Development Day. This featured a targeted workshop, *"PERMA in Schools: An Introduction and Practical Applications,"* facilitated by **St. James' Settlement**, alongside a specialized mental wellness lecture organized by the **Hong Kong Sheng Kung Hui (HKSKH)**.

The efficacy of these professional training initiatives was highly rated by teachers. Evaluated on a **10-point Likert Scale**, participating teachers strongly agreed that the St. James' Settlement workshop successfully built their capacity across multiple dimensions. Teachers reported that the workshop successfully deepened their understanding of positive psychology, yielding a high mean score of **8.09**, and enabled them to experience the power and application of the PERMA model, which scored **7.89**. Furthermore, they felt equipped with concrete, practical strategies for applying PERMA principles in a school setting, rated at **7.61**, and appreciated the introduction to character strengths, which promoted self and peer appreciation, scoring **7.74**. Crucially, the training successfully equipped staff to implement the School Development Plan's well-being objectives, scoring **7.54**, while strengthening overall team collaboration and mutual understanding within the school team, which scored **7.64**. This resulted in an overall enjoyment and satisfaction score of **8.01**. Ultimately, **84.06% of teachers** agreed in the year-end evaluation that the year's professional development programs had successfully enhanced their professional capacity to promote student well-being and engagement.

Translation into Daily Classroom Practices

This professional training successfully translated into direct, positive changes in daily classroom dynamics. According to the year-end teacher survey, educators actively adopted strengths-based and engagement-driven teaching methodologies. Specifically, **88.41% of teachers** actively employed classroom strategies to cultivate positive emotions, such as cultivating a growth mindset, practicing gratitude, and spotting character strengths.

In terms of lesson design, **85.51% of teachers** successfully designed lessons that promoted active engagement and flow, utilizing hands-on tasks, student choice, and calibrating lessons to provide an appropriate level of challenge. The same percentage of educators (**85.51%**) successfully

identified individual student strengths and consciously encouraged students to utilize them during lessons and co-curricular activities.

Targeted Student Well-being and Mental Health Programmes

Through collaboration between the Counselling Committee, external NGOs, and student leaders, a multi-tiered support system of wellness programs was executed with exceptional results.

(i) School-Based Family and Life Education Curriculum

Fostering social-emotional competence was prioritized in the junior forms through a dedicated partnership with the **Integrated Community Centre for Mental Wellness (ICCMW)**. During the First term, ICCMW conducted an intensive 4-hour social-emotional competence workshop for Forms 1 and 2, which yielded outstanding student feedback. An overwhelming **96.0% of students** reported that the workshop gave them a clearer appreciation of positive emotions, while **91.9% of students** indicated that the training helped them engage more actively with their surroundings. Additionally, **96.4% of students** affirmed that the instructional materials provided by the ICCMW were highly effective in enhancing their emotional management and overall social-emotional competence.

(ii) The JC LevelMind @ School Project

Led by the Counselling Committee, the School's participation in the **JC LevelMind @ School Project** exceeded all success criteria. The project successfully executed three core components, starting with the establishment of the Student Wellness Club to drive peer-led support. This was followed by the organization of the "Wellness+" Programme, which featured campus-wide activities including latte art workshops, Bubble Football, and a graduation photo booth specifically designed for Form 6 students. Finally, the physical infrastructure was upgraded through the renovation of the LevelMind Hub, establishing a physical campus sanctuary for decompression. Over **95% of student participants** agreed that these activities successfully cultivated positive emotions and encouraged active engagement. Students demonstrated improved self-care skills, stronger peer support networks, and reported a noticeable reduction in academic and exam-related stress. Social workers and teachers observed remarkably high student participation rates and a significantly warmer, more caring campus atmosphere.

(iii) Structured Well-being Interventions and Specialised Support

Structured class periods dedicated to relaxation activities proved highly successful across the student body. **Well above 70% of students** agreed that these sessions cultivated positive emotions, encouraged engagement, and benefited their mental health. Popular activities—including communal breakfast sharing, music, and light interactive games—fostered a relaxed classroom atmosphere and enhanced student-teacher connections.

This was complemented by the "Challenge Accepted" Programme, a student-led initiative that empowered participants through peer-designed game booths, competitions, and workshops. **Over 90% of participants** agreed the program cultivated positive emotions and active engagement, while nearly all agreed it boosted their overall well-being.

To address specific stress points and support diverse student needs, the school implemented three distinct, specialized interventions. The First was the **Form 6 Stress Management Class Programme**, which provided targeted coping mechanisms for graduating students facing public examination pressure. Second, the school offered structured **SEN Support Groups** specifically designed to help students with special educational needs navigate academic and social stressors. Third, the school introduced an **Animal-Assisted Intervention** programme, utilizing trained therapy animals to provide comfort and emotional support. A strong majority of participants across all three programmes confirmed that these specialized interventions successfully mitigated stress, fostered resilience, and built active coping mechanisms.

(iv) Class Periods/ Assemblies Integration

The school-wide integration of PERMA was highly valued by staff. **81.16% of teachers** agreed that the school's coordinated programs effectively supported the school's PERMA goals.

In particular, the school-wide **PERMA Class Period** held on **5 May 2026**—where students reflected on and decorated PERMA postcards—was highly lauded. **83.87% of class teachers** rated the session as well-designed and effective. This positive assessment was mirrored by the student body, who rated the efficacy of the PERMA Class Period at **4.04 out of 5** on the year-end survey. On the same day, a specialized **Leadership Talk on PERMA** for Form 4 students, delivered by **Dr. Linda Fung**, successfully deepened senior students' capacity to achieve and advocate for PERMA well-being goals among their peers.

Student Evaluation and Impact

The holistic impact of these initiatives was evaluated via the Year-end Student Survey, which utilized a 5-point Likert Scale. The high average scores across all positive education indicators demonstrate that the school has cultivated an environment highly conducive to student well-being and active learning. Students strongly appreciated the pedagogical strategies used in class, noting that lessons included active learning components such as effective questioning, experiments, debates, and projects that kept them engaged, which scored the highest rating of **4.18**. This was closely followed by students agreeing that their lessons provided the right level of challenge—being neither too easy nor too hard—which scored **4.17**. Furthermore,

students felt a strong sense of emotional well-being on campus, indicating they usually felt positive emotions like satisfaction, gratitude, and motivation during lessons or school activities, which scored **4.07**. Self-awareness and strength utilization were also highly rated, with a score of **4.06** for students knowing their personal strengths and being given opportunities to use them at school. Finally, the overall support structure was validated by a score of **4.05**, indicating that students felt school activities—including assemblies, class teacher periods, Co-curricular activities, and the JC LevelMind @ School Project—effectively supported their overall well-being.

Reflection

Overall, the school's third major concern has been attained to a large extent. To ensure these achievements are sustained, the school must focus on consolidating our whole-school wellness culture. A key lesson from this cycle is that prioritizing teacher training and staff well-being prior to student rollout is essential to creating a unified, campus-wide language around the PERMA model.

On the student level, the positive education programs, active classroom learning elements, and appropriately calibrated lesson challenge levels were highly appreciated. Future curriculum planning and student activity design will continue to build on these successful, student-centered lesson structures to deepen cognitive flow and classroom engagement.

Ultimately, for positive education to take deep root across our school, a collective paradigm shift in mindset is required. The School remains committed to cultivating a growth mindset among all key stakeholders. This ongoing cultural evolution will allow PERMA principles to benefit the wider community, successfully translating positive education from a set of administrative objectives into a lived daily classroom pedagogy.

Future Planning

Through the comprehensive implementation of positive education, the School has significantly promoted a "healthy lifestyle" among students, successfully aligning with the Education Bureau's (EDB) "Seven Learning Goals". Moving forward, the school remains committed to the principle that the physical, social, and emotional well-being of both teachers and students must be cared for in a balanced and systematic manner.

In the upcoming 2026/27 academic year, the School will build upon the positive emotions and engagement cultivated this year by shifting strategic focus toward the "R" (Relationship) component of the PERMA model. Dedicated efforts will be directed at promoting positive relationships among peers, as well as fostering constructive, trusting, and supportive connections between students and teachers.

To achieve better coordination, deeper curriculum integration, and more streamlined management of values-based frameworks across the campus, the School will formally establish a dedicated Values Education Committee in the 2026/27 academic year. This newly formed committee will serve as the central coordinating body to unify positive education, life education, and values-based initiatives. By centralizing these efforts, the committee will drive strategic planning, foster stronger collaboration among various school departments, and ensure that relationship-building and values education remain vibrant and well-structured cornerstones of our school community.

CHAPTER 3: Student Performance

Students' Attitude and Behaviour

As a school founded on Christian values and a rich legacy, Heep Yunn is committed to fostering essential character strengths in our students, including integrity, humility, unity, gratitude, fortitude, temperance, commitment, and altruism. We hope to see our girls grown up to be humble yet assured; grateful and gracious; down-to-earth yet strong-willed; empathetic and inquiring- qualities that set Heep Yunn girls apart. To this end, we strive to create meaningful experiences for our students, supported by apposite counsel and guidance, to promote their holistic development. This commitment is aimed at unlocking their potential while helping them navigate the challenges that arise during their adolescence, a critical stage of their lives.

Learning in a community that encourages a growth mindset, our students make improvements and elevate their standards step by step. Our graduates are equipped with future-proof skills and virtues necessary to achieve their aspirations, overcome difficulties, and pursue their callings and missions with dedication and excellence, earning the trust of their peers and the wider community.

We believe that each student is graced with unique talents and gifts by our Heavenly Father. At the same time, we recognise shared traits among our students, shaped by their collective experiences in our school. Notably, they understand and appreciate the significance of teamwork and public service. The insights shared by our community members below are intended to provide a deeper understanding of student attitudes and behaviors within our educational environment.

CONCLUDING REMARKS OF THE COMPREHENSIVE REVIEW REPORT – HEEP YUNN SCHOOL BY THE QUALITY ASSURANCE AND SCHOOL-BASED SUPPORT DIVISION EDUCATION BUREAU IN 2018

"As the school motto tells, "in strength and grace we stand united, in faith and love we are committed", the school, from top to bottom, is united and

committed to striving for improvement for the school and themselves. Building on the strong heritage and sense of identity of the school, every one shows wholehearted compassion and grace in their efforts, with unyielding high demand on themselves. In accordance with the vision and mission as stated in the Service Agreement with the EDB when joining the DSS, the school is persistent and successful in providing students with a Christian education that develops the whole person, instiling a spirit of public service, and building a firm foundation in both Chinese and English. A strong spirit of service, eloquence in both English and Chinese and a dedication to excellence, not only in one area of their work but in their all-round development, are typical traits of the girls of Heep Yunn. Moreover, the school gracefully fulfills the undertakings as stated in the Service Agreement in relation to the provision of small-group teaching to enhance learning and teaching effectiveness, third language education to develop students' international perspectives and communication skills and a personal mentorship system to strengthen the support to students, as well as providing equal opportunities for students qualified for admission. In sum, the school is delivering the quality of educational experience and student achievement commensurate with its initial proposal to secure DSS status."

HEEP YUNN SCHOOL WORK EXPERIENCE PLACEMENT (WEEP) PROGRAMME SELECTED BUSINESS PARTNER FEEDBACK ABOUT OUR STUDENTS

FINANCE COMPANY

"She is willing to try different types of work even if a certain aspect is not her forte. Even so,

she is able to accomplish the tasks assigned with quality, within a short period of time."

PR AGENCY

"She is a hard working and conscientious student who highly values the opportunity of job shadowing.

I was amazed at her maturity and her interest as she raised a number of meaningful questions related to the industry."

UNIVERSITY FACULTY

"She was well-prepared for the placement and demonstrated excellent work and a mature learning attitude,

which is highly appreciated by our colleagues and professors."

GOVERNMENT BUREAU

"The student conducted research and came up with an impressive presentation within a short period of time."

EDUCATIONAL TECHNOLOGY FIRM

"The student was a bit nervous at the beginning and I think she worried about not being able to finish all the tasks.

She tried to complete them and even searched for related information after office hours, so as to be prepared for the next day of work."

F & B COMPANY

"Very active and showed the initiative to ask questions. Responsible and motivated, better than university level students.

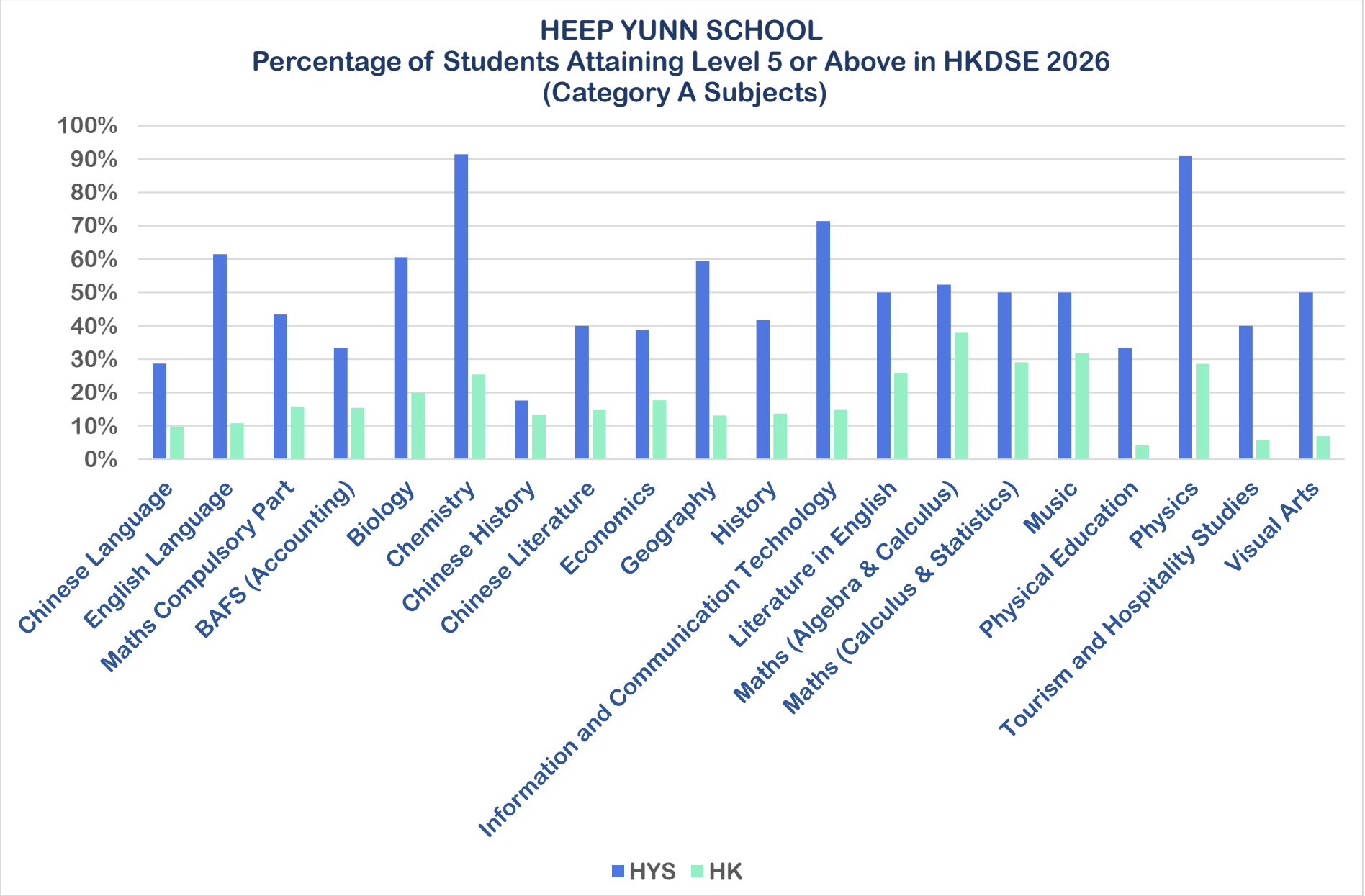
Our chef team gave excellent feedback about her."

Students' Academic Performance

Hong Kong Diploma of Secondary Education Examination (2026)

Among the 143 Form Six students who took the 2026 Hong Kong Diploma of Secondary Education (HKDSE) Examination, nine of them had attained an impressive score exceeding 37 points in their best six subjects. Among these high achievers, one student has distinguished herself as the "super top scorer" in Hong Kong with 5** in all seven subjects (including all sub-papers), while a total of eight students have obtained three or more 5**. On the whole, our students garnered 403 Level 5 or above, an average of approximately 3 Level 5 or above for each of our girls. Results in all core subjects and electives of various key learning areas were heartening. The percentage of level 5 of above for all the subjects in our School has far exceeded the Hong Kong average. To highlight, 11 category A subjects offered in our School made it to 50% or above of students achieving Level 5 and beyond, including Chemistry (91.5%), Physics (90.9%), Information and Communication Technology (71.4%), English Language (61.5%), Biology (60.6%), Geography (59.5%), Mathematics (Algebra & Calculus) (52.4%), Literature in English (50%), Mathematics (Calculus & Statistics) (50.0%), Music (50%) and Visual Arts (50%). About 92.3% of our candidates met the general entrance requirements for local bachelor's degree programmes.

The Percentage of students attaining Level 5 or above in HKDSE 2026 (Category A Subjects) are listed below:



Students' Non-academic Performance

To embrace holistic education, our students showcased their talents in various competitions and garnered respectable results. Highlights are summarised below:

Category	**Subject**	**Name of the competition**	**Title of the award/ Ranking**	**Number of** Awards/ **Awardees**
Arts	Dance Group	62nd Hong Kong Schools Dance Festival (Jazz & Street Dance of Secondary School Section)	Highly Commended Award (甲級獎)	1
	Music - Group Entries	11th World Orchestra Festival -Symphonic Orchestra - Youth	Golden Award	1
		2025 Hong Kong Youth Music Interflows -Chinese Orchestra - Secondary School Class A	Silver Award	1
		2025 Hong Kong Youth Music Interflows -Symphony Orchestra - Secondary School Class A	Gold Award	1
		2026 Joint School Music Competition-Secondary School - Chinese Instrument	Gold Award	2
		78th Hong Kong Schools Music Festival-Church Music - Foreign Language - Secondary School Choir Age 19 or under - SATB	Champion	1
		78th Hong Kong Schools Music Festival-Percussion Ensemble - Secondary School	Third	1
		78th Hong Kong Schools Music Festival-Secondary School Choir - Chinese - Girls - First Division - Junior Age 14 or under	Champion	1
		78th Hong Kong Schools Music Festival-Secondary School Choir - Foreign Language - Mixed Voice - First Division - Senior	Third	1
		78th Hong Kong Schools Music Festival-Secondary School Choir - Chinese - Girls - First Division - Senior	Second	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		78th Hong Kong Schools Music Festival-Secondary School Choir - Foreign Language - Girls - First Division - Junior Age 14 or under	Third	1
		78th Hong Kong Schools Music Festival-Secondary School Choir - Foreign Language - Girls - First Division - Senior	Champion	1
		78th Hong Kong Schools Music Festival-The Best Secondary School Junior Choir in the First Division	The Best Secondary School Junior Choir in the First Division	1
		78th Hong Kong Schools Music Festival-Vocal Ensemble - Foreign Language - Mixed Voice - Secondary School - A cappella	Third	1
		78th Hong Kong Schools Music Festival-Woodwind Ensemble - Secondary School - Junior (Combination of Different Instruments)	Second	1
		Hong Kong Inter-School Choral Festival 2026 Competition cum Masterclass-Secondary School - Junior Division	Gold Award	1
		Hong Kong Inter-School Choral Festival 2026 Competition cum Masterclass-Secondary School - Senior Division	Gold Award	2
		World Choir Games Helsingborg 2026-The Champions Competition C13- Contemporary Music	Gold Medal (96.13)	1
		World Choir Games Helsingborg 2026-The Champions Competition C3- Youth Choirs of Equal Voices	Gold Medal (90.88)	1
	Music - Individual Entries	18th Hong Kong Students Open Music Competition 2025 - Singing – Diploma	1st Place	1
		19th Hong Kong (Asia Pacific) Music Competition 2025 - Voice - 18 or under	Gold Award	1
		2025 Hong Kong Arts Competition - Piano - Diploma	1st Place	1
		2025 Outstanding Youth Music Competition - Piano - Diploma Group	Champion	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		2025 Quantum 100th Music Competition - Piano - Teenage Group	1st Place & Gold Prize	1
		5th Premia International Young Artists Music Festival - Harp Young Artist E	Gold award - 1st prize	1
		78th Hong Kong Schools Music Festival-Female Voice Duet - Age 14 or under	First	2
			Second	1
			Third	2
		78th Hong Kong Schools Music Festival-Female Voice Duet - Secondary School - Age 19 or under	First	2
		78th Hong Kong Schools Music Festival-Marimba Solo - Senior	Third	1
		78th Hong Kong Schools Music Festival-Ms Barbara Fei Vocal Solo Prize Finals - Female Voice	Winner	1
		78th Hong Kong Schools Music Festival-Piano Duet - Senior	First	1
		78th Hong Kong Schools Music Festival-Suona Solo — Junior	First	1
		78th Hong Kong Schools Music Festival-Vocal Solo — Chinese — Female Voice — Secondary School — Age 19 or under	Champion	1
		78th Hong Kong Schools Music Festival-Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under	First	1
			Third	2
		78th Hong Kong Schools Music Festival-Xylophone Solo - Senior	First	1
		78th Hong Kong Schools Music Festival-Zheng Solo — Advanced	First	1
		78th Hong Kong Schools Music Festival-Zheng Solo — Junior	First	1
		78th Hong Kong Schools Music Festival-聲樂獨唱 - 中文 - 女聲 - 中學 - 14 歲或以下	Second	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		9th Hong Kong International Harp Competition - Division F. Secondary I (Pedal) Category B	Silver Medal	1
		9th Hong Kong International Harp Competition - Division G. Secondary II (Pedal) Category B	Silver Medal	1
		9th Hong Kong International Harp Competition - Division K. Harp Duet Open (Pedal)	Gold Medal	2
		Artist of the Year - Category: Instrumentalists and singers - Age Group IV	Second Prize Winner	1
		European Star Hong Kong Young Artist Award 2026 - Diploma Piano Class	2nd Prize	1
		Fringe Inter-School Music Competition 2026 - Romantic Period Work Class - Piano	Silver Award	1
		Fringe Inter-School Music Competition 2026 - Solo Marimba Class - Secondary School Class A	1st Prize	1
		Global Music Talent Contest 2026 - Senior Piano Music for Baroque Period	2nd Place	1
		Greater Bay Area Music Competition 2026 - Western Musical Instruments - Strings HK, Macau and GBA Age Group (13-15)	Champion	2
			Overall Champion	1
		HKIPPA The 5th International Beaux Arts Music Festival - Piano Class - Grade 8	2nd Prize	1
		Hong Kong Youth Catania Music Competition 2025 - Piano - Own Choice Group	Gold Prize	1
		International European Music Competition - Hong Kong Region 2026 - Harp Age Group - Senior (Age 15 or under)	Champion	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		International Fringe Music Festival and Competition 2025 - 20th Century Work Class (Piano)	3rd place & Silver Award	1
		Inter-School International Performance Challenge 2025 - Piano - Diploma (Sonata)	Champion	1
		Music e-Contest 2025 (second round) - Vocal & singing - Category E	Gold prize	1
		Rising Talents of Asia and Oceania International Music Competition - Voice	First Prize Winner	1
		The 10th Hong Kong Music Talent Music Competition 2025 - Piano - Diploma	Winner	1
		The 12th China Youth Piano Competition and the 89th International Children & Youth Piano Competition 2025 (Hong Kong and Macau region) - Professional Class B	3rd Place	1
		The 13th Hong Kong International Performance Arts Festival and Music Competition - Hong Kong Division Preliminary Round - Piano Grading Class - Diploma group	First Place	1
		The 21st Asia Pacific Outstanding Youth Piano Competition - Diploma Open Class	Second	1
		The 22nd Asia Pacific Outstanding Youth Piano Competition 2026 - Piano Duet (Advanced Class)	Winner	1
		The 89th Steinway & Sons International Children & Youth Piano Competition 2025 - Open Rising Stars Age Group – Junior Group B	3rd place	1
		第 30 屆日本 PIARA 鋼琴大賽 – 香港區選拔賽 – 四手聯彈 C 組	Second Place	2
	Visual Arts	Children's Cultural Centre Belgrade — XXVII International Painting Competition "Joy of Europe"	1st Prize	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		Hong Kong Youth Creative Arts Association--Espace d'Art Jeunesse de Paris -Grand Concours International de Dessin pour Enfants	Second prize	1
		Unesco — "Peaceful Homeland" Youth Art Exchange Program "Art Sparks" Art Project	Golden Spark Award	1
		中國書法家協會--第七屆香港青少年書法大獎賽（硬筆組）	優異獎	1
		亞太藝創文化協會 — 2026 亞太區文化藝術創作比賽	亞軍	1
		亞洲啟迪文藝協會 — 第十屆「童心繪夢」兒童青少年繪畫比賽	亞軍	1
		南聯教育基金 — 第十八屆品德教育漫畫創作比賽	季軍	1
		國際兒童藝術交流平台 — 國際兒童森林動物・繪畫比賽	冠軍	1
		巴黎青年藝術空間 — 國際兒童繪畫比賽 2025	銀獎	1
		意大利文化與藝術交流協會、意大利特雷維索市政廳 — 威尼斯國際青少年繪畫大賽 2025	金獎	1
		文化藝術教育發展協會 —— 夢想起航兒童創作大賽 2023	季軍	1
		日本中國友好協會、日中國際藝術家協會 — 2025 國際兒童漫畫櫻花賞大賽	金獎	2
		法國當代藝術學院、畢卡索故居博物館 — 畢加索國際兒童及青少年繪畫大賽 2025	金獎	1
		環境保護署——智能飲水機機身圖案設計比賽	優勝者	2
		香港拔萃兒童文化藝術協會 — 第六屆香港拔萃兒童卡通人物繪畫比賽	亞軍	1
		香港文創薈 — 第四屆電繪創作比賽（森林妖精主題）	銅獎	1
		香港文創薈——第二屆我最愛的卡通動漫繪畫及電繪比賽	銅獎	1
		香港藝術發展協會 —《自由創作》藝術比賽・手工藝少年組	金獎	1
		香港警務處 葵青區總部—— 少年警訊 50 週年徽章設計比賽	優秀獎	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		香港青少年及兒童才藝表演協會 — 第七屆香港攝影大賽・街頭攝影組	金獎	1
Chinese Language	Chinese	香港教育城主辦中文狀元挑戰計劃 2024-25(第二及第三期)	高級組中文狀元	1
		香港教育城主辦中文狀元挑戰計劃 2025-26(一馬當先・快問快答)	高級組中文狀元	1
		香港教育城主辦中文狀元挑戰計劃 2025-26(第一期)	高級組中文狀元	1
	Chinese Debating	「模擬法庭@正向思維」計劃 2025-2026	冠軍	1
			決賽最佳律師	1
		2026 縱橫杯中小學中文辯論香港錦標賽（乙組）	季軍	1
		2026 縱橫杯中小學中文辯論香港錦標賽（甲組）	冠軍	1
		世界中學生華語辯論公開賽 2026	十強	1
		中學辯論比賽 2025 馮壽如盃	亞軍	1
			決賽最佳辯論員	1
		正向思維《基本法》全港中學生辯論賽（基本法盃）普通話組	冠軍	1
			決賽最佳辯論員	1
		第三屆菁莪盃中華文化校際辯論比賽　普通話組	冠軍	1
		第三屆菁莪盃中華文化校際辯論比賽　粵語組	冠軍	1
		第三屆菁莪盃中華文化校際辯論比賽 普通話組	總決賽最佳辯論員	1
		第三屆菁莪盃中華文化校際辯論比賽 粵語組	總決賽最佳辯論員	1
		第二屆香港中學生國語辯論邀請賽	季軍	1
	Chinese Speech / Public Speaking	「我愛我的祖國・抗戰勝利篇」金紫荊盃香港校際作文暨普通話朗誦大賽	一等獎	2
		第 77 屆香港學校朗誦節	基督教經文朗誦/ 季軍	1
			散文獨誦(普) /　亞軍	2
			散文獨誦(普) /　冠軍	3

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
			散文獨誦(普) / 季軍	2
			詩詞獨誦(普) / 亞軍	3
			詩詞獨誦(普) / 冠軍	2
			詩詞獨誦(普) / 季軍	3
			詩詞獨誦(粵) / 亞軍	1
			詩詞獨誦(粵) / 季軍	2
	Chinese Writing	2024-2025 中國中學生作文大賽	全國一等獎	1
			香港賽區初中優異獎	5
			香港賽區高中優異獎	4
		2024 至 2025 年度創作獎勵計劃	中學組第一至二期生活隨筆亞軍	1
			中學組第二期主題寫作二冠軍	1
		2025-2026 中國中學生作文大賽	初中組全國二等獎	1
			香港賽區初中組銅獎	1
			香港賽區高中組銅獎	1
			高中組全國二等獎	1
		2025-2026 年「菁英盃」現場作文創作大賽	初賽一等獎	1
			初賽三等獎	2
			初賽二等獎	1
			決賽三等獎	1
			決賽特等獎	1
			總決賽三等獎	1
			總決賽榜眼	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		傑出非華裔學生獎勵計劃 2026	二十大傑出非華裔中學生	1
			優異獎	1
		第十九屆聯校文學創作比賽	初級組微型小說亞軍	1
			初級組散文亞軍	1
			初級組散文冠軍	1
			高級組微型小說亞軍	1
			高級組散文冠軍	1
			高級組新詩冠軍	1
		第四屆全港非華語學生中華才藝大賽	中學組優異獎	3
			中學組最佳女表演者	1
		香港教育城創作獎勵計劃	中學組第一期閱讀隨筆季軍	1
English Language	English Debating	Hong Kong Secondary Inter-school Debate Competition (Basic Law Cup)	Best Debater in the Preliminary Round	1
		Hong Kong Secondary Inter-school Debate Competition (Basic Law Cup)	2nd runner-up	6
		Hong Kong Secondary Schools English Debating League	2nd runner-up	6
		Junior Schools Debating Championships 2026	Top Five Best Speakers	1
		Senior Schools Debating Championships 2026	Top 15 Best Speaker	1
		The 41st Sing Tao Inter-School Debating Competition	Best Interrogative Speaker in the 1st Preliminary Round	1
		UNESCO Hong Kong Sustainable Development Goals Debating Competition EMI 2	Champion	6

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		UNESCO Hong Kong Sustainable Development Goals Debating Competition EMI 5	2nd runner-up	4
	English Drama	Hong Kong School Drama Festival 2025/26	Award for Commendable Overall Performance	1
			Award for Outstanding Cooperation	13
			Award for Outstanding Director	3
			Award for Outstanding Performer	5
			Award for Outstanding Script	3
			Award for Outstanding Stage Effects	3
		The Association of English Medium Secondary School Drama Fest-Readers Theatre	Commendable Award for Spoken English	1
			Outstanding Performance (Gold Award)	1
			Star Performer	1
		The Association of English Medium Secondary School Drama Fest-Shakespearean Category	Outstanding Directing	3
			Outstanding Lead Actress	1
			Outstanding Performance (Gold Award)	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
			Outstanding Scenic Design – Props and Set Team	11
			Outstanding Spoken English	1
			Outstanding Supporting Actress	5
			Star Performer	4
	English Speech / Public Speaking	26th Lions International Youth Exchange Scholarship English Public Speaking Competition	Gold Award	4
			Top Ten Finalist	1
		77th Hong Kong Schools Speech Festival	News Feature Presentation-1st Place	1
			News Feature Presentation-3rd place	1
			Public Speaking Team-1st Place	3
			Solo Prose Reading-3rd place	1
			Solo Verse Speaking-1st Place	3
			Solo Verse Speaking-2nd place	4
			Solo Verse Speaking-3rd place	3
		CIE English Public Speaking Contest	Champion	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		Once Upon a Storybook Competition	Finalists	2
		Promoting Positive Values and Attitudes through English Sayings of Wisdom (SOW) 2025/26	Commendable-Junior Secondary	1
			Commendable-Senior Secondary	3
		Time To Talk – Public Speaking Competition	Finalists	3
	English Writing	Animal Photopoetry Creative Challenge 2025/26	Commendable Award	1
			Grand Jury Photography Award	1
		Filmit 2026: A Student Film Competition-Secondary Division – Short Film	Honourable Mention	3
			Outstanding Performance	1
		Harvard Book Prize	Winner	3
		Harvard GlobalWE Essay Contest 2025/26	Honourable Mention	3
			School's Winner	1
		Hok Yau Club Student Top 10 News Election Writing Competition	Junior Form-Final Round Entrants	1
			Junior Form-Second Runner-up	1
			Junior Form-Third Runner-up	1
			Senior Form-Final Round Entrants	1
		Hong Kong Budding Poets (English) Award (HKBPA) 2025/26	Honourable Mention	1
			Poet of the School Award	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		Hong Kong Young Writers Awards 2026	Fiction Group 3 (Shortlisted)	2
			Honourable Mention	2
			Poetry Group 3 (Shortlisted)	1
		John Locke Global Essay Prize	Very High Commendation (Top 4 -10 places)	1
		The Hong Kong Polytechnic University Short Essay Writing Competition for Hong Kong Secondary School Students 2026	Merit	1
			Silver Award	1
Foreign Language	Japanese	Society of Japanese Language Education Hong Kong Scholarship	Scholarship	1
Humanities	Economics	Economic Infographic Challenge 2025/26	Attainment Award	1
			Excellence Award	11
		Hong Kong Financial Literacy Championship 2026	Championship	3
		Hong Kong Young Financial Planning Elite Challenge 2026	1st Runner Up	3
		IdeaPOP! 2026	Excellence in Innovation Award	4
			Excellence in Presentation Award	3
		International Economic Olympiad (IEO) 2026	Gold Medal	1
		Millennium Entrepreneurship Programme 2026	Merit Award	4
		Smart Logistic Datathon 25/26	Championship	3

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		The Guangdong-Hong Kong-Macau Public Administration Data Analytics Contests 2025-26 (Secondary Division)	1st Runner-Up (Guangdong-Hong Kong-Macau Region)	3
			1st Runner-Up (Hong Kong Region)	7
			2nd Runner-Up (Hong Kong Region)	10
			3rd Runner-Up (Guangdong-Hong Kong-Macau Region)	9
			Outstanding Innovation Award	5
		第三屆智醒消費學堂「消費・智專研」專題研習比賽	最佳表達方式獎	4
			總體大獎名次 - 亞軍	3
	Geography	Hong Kong Institute of Surveyors Create Your District Competition 2025	Micro-Film Category - Merit Award	3
	Tourism and Hospitality Studies	Hong Kong Tourism Industry Student Summit 2026 - Inter-school Photo Contest	Merit Award	1
		Hong Kong Tourism Industry Student Summit 2026 - Inter-school Project Learning Competition	Merit Award	1
Leadership/ All-round Development	External Scholarships	2025-2026 Kowloon City District Outstanding Student Election (Senior Secondary Section)	Outstanding Student Award	1
		Grantham Scholars of the Year 2025-26	Winner	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		Hong Kong Extra-curricular Activities Outstanding Student Award	Outstanding Student Award	1
		Hong Kong Sheng Kung Hui Welfare Council Social Care Scholarship 2025-2026	Social Care Scholarship	1
		Link Secondary Student Scholarship 2026	Top 5	1
		SCMP Student of the Year Awards--Community Contributor	Shortlisted	2
		SCMP Student of the Year Awards--Linguist (Cantonese)	Shortlisted	1
		SCMP Student of the Year Awards--Linguist (English)	Shortlisted	1
		SCMP Student of the Year Awards--Linguist (Putonghua)	Shortlisted	2
		SCMP Student of the Year Awards--Scientist & Mathematician	Second runner-up	1
		Sir Edward Youde Memorial Prizes for Senior Secondary School Students 2025-26	Winner	2
		The 18th Kowloon Region Outstanding Students Election (Senior Secondary Section)	Shortlisted	1
		The 38th Hong Kong Special Administrative Region Outstanding Students Selection	Top 20	1
	Others	第四屆禁毒領袖學院	最佳網絡推廣獎	4
Mathematics	Mathematics	「華夏盃」全國數學奧林匹克邀請賽 2026 全國總決賽	一等獎	1
			二等獎	2
		Hong Kong Mathematical High Achievers Selection Contest 2025-2026	1st Class Award	1
			2nd Class Award	2
			3rd Class Award	2
			Group Merit Award (top 20)	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		Mathematics Book Report Competition for Secondary Schools (2025/26) organized by the EDB	Appreciation Award	2
			Third Class Prize	1
Physical Education	Sports- Group	All HK Schools Football Competition 2025 – 2026	Football-2nd	1
		All HK Schools Gymnastics Competition 2025 -2026	Gymnastics-2nd	1
		All HK Schools Jing Ying Cross Country Tournament 2025 - 2026	Cross-country-1st	1
		All Hong Kong Inter-school Rugby Sevens Competition	Rugby Sevens-/	1
		All Hong Kong Inter-Secondary School Softball Competition 2025 – 2026	Softball-3rd	1
		All Hong Kong Inter-Secondary Schools Hockey Competition 2025 – 2026	Hockey-1st	1
		All Hong Kong Inter-Secondary Schools Life Saving Competition 2025 – 2026	Life-saving-2nd	1
		All Hong Kong Schools Jing Ying Athletics (Team) Tournament 2025 – 2026	Athletics-2nd	1
		All Hong Kong Schools Jing Ying Badminton Tournament 2025 - 2026	Badminton-3rd	1
		All Hong Kong Schools Jing Ying Basketball Tournament 2025 - 2026	Basketball-1st	1
		All Hong Kong Schools Jing Ying Handball Tournament 2025 - 2026	Handball-1st	1
		All Hong Kong Schools Jing Ying Volleyball Tournament 2025 - 2026	Volleyball-1st	1
		HK Island & Kowloon Secondary Schools BOCHK Competition - Indoor Rowing Cup 2025 – 2026	Indoor Rowing-2nd	1
		HK Island & Kowloon Secondary Schools Competition - BOCHK Tenpin Bowling Cup 2025 – 2026	Tenpin Bowling-1st	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		Hong Kong Island and Kowloon Secondary Schools Competition - BOCHK Archery Cup 2025 – 2026	Archery-5th	1
		Hong Kong Island and Kowloon Secondary Schools Competition - BOCHK Beach Volleyball Cup	Beach Volleyball-1st	1
		Inter School Badminton Competition 2025 - 2026	Badminton-3rd	1
		Inter School Cross Country Competition 2025 - 2026	Cross Country-1st	1
		Inter School Fencing Competition 2025 - 2026	Fencing-2nd	1
		Inter School Handball Competition 2025 - 2026	Handball-1st	1
		Inter-school Athletics Competition 2025 - 2026	Athletics-2nd	1
		Inter-School Basketball Competition 2025 - 2026	Basketball-1st	1
		Inter-School Netball Competition 2025 - 2026	Netball-4th	1
		Inter-School Squash Team Competition 2025 - 2026	Squash-2nd	1
		Inter-School Swimming Competition 2025 - 2026	Swimming-2nd	1
		Inter-School Table Tennis Competition 2025 - 2026	Table Tennis-1st	1
		Inter-School Tennis Competition 2025 - 2026	Tennis-2nd	1
		Inter-School Volleyball Competition 2025 - 2026	Volleyball-1st	1
		Laurel School Award 2025-2026 Laurel Gold School Award - Girls Schools Champion	Champion	1
	Sports- Individual	Grantham Outstanding Student Athlete Awards 2025 - 2026 (HK Island & Kowloon Region) - 3x3 Basketball	3x3 Basketball	1
		Grantham Outstanding Student Athlete Awards 2025 - 2026 (HK Island & Kowloon Region) - Athletics	Grantham Outstanding Student Athlete Award - Athletics	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		Grantham Outstanding Student Athlete Awards 2025 - 2026 (HK Island & Kowloon Region) - Basketball	Grantham Outstanding Student Athlete Award-Basketball	1
		Grantham Outstanding Student Athlete Awards 2025 - 2026 (HK Island & Kowloon Region) - Beach Volleyball	Grantham Outstanding Student Athlete Award-Beach Volleyball	1
		Grantham Outstanding Student Athlete Awards 2025 - 2026 (HK Island & Kowloon Region) - Fencing	Grantham Outstanding Student Athlete Award-Fencing	1
		Grantham Outstanding Student Athlete Awards 2025 - 2026 (HK Island & Kowloon Region) - Football	Grantham Outstanding Student Athlete Award-Football	1
		Grantham Outstanding Student Athlete Awards 2025 - 2026 (HK Island & Kowloon Region) - Netball	Grantham Outstanding Student Athlete Award-Netball	1
		Grantham Outstanding Student Athlete Awards 2025 - 2026 (HK Island & Kowloon Region) - Rugby Sevens	Grantham Outstanding Student Athlete Award-Rugby Sevens	1
		Grantham Outstanding Student Athlete Awards 2025 - 2026 (HK Island & Kowloon Region) - Softball	Grantham Outstanding Student Athlete Award-Softball	1
		Grantham Outstanding Student Athlete Awards 2025 - 2026 (HK Island & Kowloon Region) - Sportsgirl	Grantham Outstanding Student Athlete Award-Sportsgirl	1

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		Grantham Outstanding Student Athlete Awards 2025 - 2026 (HK Island & Kowloon Region) - Swimming	Grantham Outstanding Student Athlete Award-Swimming	1
		Heep Yunn School Athletes of the Year 2025 - 2026	Archery	1
			Athletics	1
			Badminton	1
			Basketball	1
			Beach Volleyball	1
			Cross-country	1
			Fencing	1
			Football	1
			Gymnastics	1
			Handball	1
			Hockey	1
			Indoor Rowing	1
			Life-saving	1
			Netball	1
			Rugby	1
			Softball	1
			Squash	1
			Swimming	1
			Table tennis	1
			Tennis	1
			Tenpin Bowling	1
			Volleyball	1

Category	**Subject**	**Name of the competition**	**Title of the award/ Ranking**	**Number of** Awards/ **Awardees**
		Laurel School Award Outstanding Athlete Award 2025 - 2026 – Basketball	Basketball	1
		Laurel School Award Outstanding Athlete Award 2025 - 2026 – Beach Volleyball	Beach Volleyball	1
		Laurel School Award Outstanding Athlete Award 2025 - 2026 – Handball	Handball	1
		Laurel School Award Outstanding Athlete Award 2025 - 2026 – Hockey	Hockey	1
		Laurel School Award Outstanding Athlete Award 2025 - 2026 – Rugby Sevens	Rugby Sevens	1
		Laurel School Award Outstanding Athlete Award 2025 - 2026 – Volleyball	Volleyball	1
		Laurel School Award Rising Star Athlete Award (B Grade Division One) 2025 - 2026 - Athletics	Athletics	1
		Laurel School Award Rising Star Athlete Award (B Grade Open Division) 2025 - 2026 - Fencing	Fencing	1
		Laurel School Award Rising Star Athlete Award (C Grade Division One) 2025 - 2026 - Athletics	Athletics	1
		Laurel School Award Rising Star Athlete Award (C Grade Open Division) 2025 - 2026 - Handball	Handball	1
Science	Biology	Agar Art Contest 2025	Participation	1
		Hong Kong Biology Literacy Award (2025/2026)	Active participation	4
			First Class Honour	1
			Merit	2
			Third Class Honours	1

Category	**Subject**	**Name of the competition**	**Title of the award/ Ranking**	**Number of** Awards/ **Award**ees
		Hong Kong BrainBee Competition 2026	Participation	3
			Satisfactory	6
		Hong Kong InnoHealth Cup	Participation	1
			Top Ten Finalist	1
		Hong Kong Secondary School Health Exhibition Presentation Competition	Champion	1
		Hong Kong Student Science Project Competition 2026	Participation	1
		International Biology Olympiad - Hong Kong Contest 2025	Gold Award	1
			Honourable Mention	1
	Chemistry	Chemistry Olympiad 2026	Bronze Certificate	1
			Silver Certificate	1
		International Chemistry Quiz	Certificate of Excellence + medal	1
			Certificate of High Distinction	11
Services	Girl Guides	The Hong Kong Girl Guides Association - Outstanding Girl Guide Award 2026	Commendation	3
		The Hong Kong Girl Guides Association- Lady Jane's Guide Award	Lady Jane's Guide Award	1
		The Hong Kong Girl Guides Kowloon City District Association 2026 Carnival	First Runner-up	1
	Volunteer Service	Community Youth Club Member Merit Award Scheme	First Honour Level (Red Star Honour Badge)	1
			Secondary School Foundation Level (Yellow Badge)	4

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
			Secondary School Level 1 (Green Badge)	2
			Secondary School Level 2 (Orange Badge)	2
			Secondary School Level 3 (Purple Badge)	1
		Community Youth Club Outstanding Member Election	Outstanding Member	1
		CUHK Eye Learn I. Care program	Certificate of Appreciation	11
		Heep Yunn School Volunteer Service Award	Bronze Award	46
			Gold Award	14
			Silver Award	13
		Hong Kong Volunteer Award 2025	Individual - Volunteer Hour Bronze Award (50-99 hours)	13
			Individual - Volunteer Hour Silver Award (100-299 hours)	2
		Hong Kong Volunteer Award	JC VOLUNTEER TOGETHER Outstanding Rising Star Volunteer Award	1
			Outstanding Youth Volunteer Award	1
			Top Ten Outstanding Volunteer Award	2

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
		Kiwanis International - Community Service Award	Outstanding and Distinguished Community Service and Leadership	2
		Youth Impact Award 3.0 - 2025-2026	Merit Award	4
		第四屆愛心行動獎	嘉許狀	4
		香港優秀學生公益及社會服務獎	傑出服務獎	1
			優良服務獎	1
			嘉許獎	1
STEM	Junior Science/ Science & Technology	51st International Exhibition of Inventions Geneva 2026	Gold Award	3
		bE inspired! Shaping Our City Tomorrow Competition 2025/26	Honourable Mention Award	2
		CityUHK Science Patent Challenge 2025-26	Gold Award, Best Presentation Award	8
		Hong Kong Student Science Project Competition 2026	Best Potential Award (Senior, Phy-Engineering, Invention Category)	2
			Champion, Social Innovation Award (Junior, Bio-Chemistry, Investigation Category)	2

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awards/ Awardees
			Second runner-up, Annual Theme Award (Senior, Bio-Chemistry, Investigation Category)	4
		International Junior Science Olympiad (Hong Kong Screening)	Second Class Honours	4
			Third Class Honours	2
		International Science and Invention Fair (ISIF) 2025	Gold Medal (Life Science Category)	4
		STEM+E Competition 2026	Most Valuable Player Award	1
		The 3rd Greater Bay Area AI & Tech Innovation Challenge (InnoBot 2025)	Bronze Award	5
		The Hong Kong Academy for Gifted Education - The Academy Awards for the Gifted 2026	Gifted Star Award	3
		World Youth Stem Invention Innovation (WYSII) 2026	- Gold Award - Panel's Choice Award - Top 5 Award – 3rd place (Environmental Science & Sustainability)	1
			- Gold Award - Panel's Choice Award - Top 5 Award – 4th place (Life Sciences & Health Category)	4

Category	**Subject**	**Name of the competition**	**Title of the award/ Ranking**	**Number of** Awards/ **Award**ees
			- Gold Award - Panel's Choice Award - Top 5 Award – 3rd place(Environmental Science & Sustainability)	2
		Yau Shing-Tung High School Science Award (Asia), Biology Category	Silver Award	3
Technology	BAFS	「不賭理財師」短片創作大賽 2026 Anti-Gambling Financial Advisor - Short Video Competition 2026	Gold Award	13
			Silver Award	3
	Information and Communication Technology	CityU Database Mini Competition	Bronze Award	1
		International Coding Elite (ICE) Challenge	Bronze Award	3
			Gold Award	1
		The Greater Bay Area Youth AI and CyberSec Challenge 2025	Bronze Award	2

CHAPTER 4: Financial Summary

FINANCIAL SUMMARY FOR SCHOOL YEAR 2024-25

This financial summary is prepared based on the requirements and template as stipulated in EDB circular No. 17/2012)

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	65.7%	N.A.
School Fees	N.A.	30.7%
Donations	N.A.	0.2%
Other Income	2.2%	1.2%
Total	67.9%	32.1%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	74.1%	
Operating Expenses (including those for Learning and Teaching)	12.1%	
Fee Remission / Scholarship	9.8%	
Repairs and Maintenance	1.0%	
Depreciation	3.0%	
Total	100.0%	
Surplus for the School Year[#]	0.45 month of the annual expenditure	
Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year[#]	8.53 months of the annual expenditure *	
[#] *in terms of equivalent months of annual overall expenditure*		
*Personal Development Programs balances included as operating reserves.		
The school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements.		

Report on Donations/ Scholarships & Prizes Received (2025-26)

No.	Purpose	Donor	Amount in HKD
Donation Received			
1	Donation for Music Group – Choir	Shangri-La International Hotels	$4,000.00
2	Donation for General Purpose	Ms. Ivy Cheung	$500.00
3	Donation for Music Group – Choir	Shangri-La International Hotels	$4,000.00
4	Donation for Library Use	Mrs. Lucia P. Annear	$ 1,043.50
5	Donation for General Purpose	2025 F.6 Graduates	$1,182.20
6	Donation for Basketball Team (General Use)	Ms. Chow Yin Yung Esther	$ 50,000.00
7	Donation for Basketball Team (General Use)	Mr. Joseph Cheung	$ 150,000.00
		Sub-total	$ 210,725.70
Scholarships Received			
1	Link 20th Anniversary Outstanding Students Scholarship		$4,000.00
2	Science Competition		$23,900.05
3	第四屆禁毒領袖學院獎學金		$3,200.00
4	Sir Edward Youde Memorial Prizes 2025/26		$2,000.00
		Sub-total	$ 33,100.05
		Grand total	$243,825.75

Report on the Use of Capacity Enhancement Grant (2025-26)

Income:	
Balance brought forward:	**0**
Grant for 2025/ 2026:	$690,204
Adjustment:	$15,277
Total:	**$705,481**
Expenditure:	
2 Clerical Officers:	$912,205
Balance – To be transferred to Profit & Lost Account	**(**$206,724)

Task Area: Enhancement of Administration's efficiency	
To relieve teachers' workload so that they can concentrate on developing effective learning and teaching strategies, to prepare e-learning materials, and to conduct remedial teaching to deal with learning diversity.	**Two clerical officers were employed to shoulder part of the administrative work of the teachers so that they can commit more time on learning and teaching.**

Report on Diversity Learning Grant (DLG) – Other Programmes (OP): Gifted Education (2025-26)

Programme	Objective(s)	Targets	Duration / Start Date	Deliverables	Evaluation	Expenditure
Academic Support for Sports Students (ASSS)	To give tailor-made academic support to athletes who have lagged behind regular lessons because of trainings, competitions or other events representing the school or Hong Kong	50 students nominated by respective school teams based on their specific needs	2 hours x 1 lesson per week x 14 weeks (Oct 2025 to May 2026)	One reflection log after the end of each lesson on the materials covered	1. The programme was well received by participants and their parents alike, even though the programme underwent several adjustments in response to the pandemic and had its scale reduced. 2. Subject teachers also welcomed the extra off-lesson support that the girls received. 3. The programme can be continued in the next school year.	$32,000
Subsidies for external pull-out programmes	To subsidise students, on a full or partial scale, taking part in external pull-out programmes that include one or more GE elements (creativity, high-order thinking and personal and social skills)	Self-nominating students or students referred by subject teachers	Whole year	Sharing of experiences to students through assembly/ articles in school magazine or display boards	1. The reserved budget was not used. While promotion has been made during staff meetings, colleagues did not approach the DLG coordinator for their financial settlement. 2. There were numerous programmes that included GE elements. However, either the expenses have been covered by other fundings or the participants have exclusively come from junior forms. 3. More active promotions are recommended in the coming year so that the grant can be better utilized.	$0

Visual Arts design workshops	To give students an opportunity to develop an interest in graphic, fashion and packaging design	20 students taking Visual Arts as an HKDSE elective subject and other self-nominated students	12 sessions from Nov 2025 to Apr 2026	Individual design portfolios at the end of the workshop for display and publish in school magazine	1. The workshop was very well received by participants, as reflected in evaluation surveys. They found the workshop a good extension of the regular curriculum while also allowed them to 2. The works of participants are collected and stored digitally on a Google Drive. Current and future students can look at and read the creations and comments by the curators. 3. The programme can be continued in the next school year.	$26,825
Tourism and Hospitality Studies & History	Excursion to Tai O and Ngong Ping	28 students taking THS or History as elective subjects, and students nominated by other teachers, that demonstrate good organisational skills	20 Jan 2026 and 3 Mar 2026	Design of a day-trip itinerary or multimodal materials for promotions of Tai O and Ngong Ping	1. The one-day excursion was well received by participants. Active participation from the students was also observed by teachers. It was extended to include a second day due to the warm reception. 2. Students agreed that they have learn a lot about local culture that are not possible in a classroom setting. 3. The itineraries designed by students were well-organised and well-carried out. Promotion leaflets designed by students are archived for future 4. The programme can be continued in the next school year.	$17,400

Report on School-based After-school Learning and Support Programmes (2025-26)

School-based Grant (SBG)—Programme Report

Name of school: Heep Yunn School

Staff-in-charge: Ms. Mandy Leung Contact telephone no.: 27110862

A. The total actual number of eligible students is 22

[including A. 1 students receiving the Comprehensive Social Security Assistance (CSSA), B. 17 students receiving full grant recipients under the Student Financial Assistance Schemes (SFAS) and C. 4 students covered by discretionary quota[1]]

B. Activities subsidised by SBG for eligible students' participation

Name / Type of activity[2]	Period / Date	Actual person-times[3] of eligible students of different categories			Average attendance rate	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of institute / service provider (if applicable)	Remarks, if any (e.g. students'
		A	B	C					
Language- Chinese Creative Writing Class	September 2025-August 2026	0	1	0	100%	330	Teachers' Observation and Feedback		
Language- Foreign Language Class- Japanese	September 2025-August 2026	0	1	0	100%	3,500	Formative and Summative Assessment	HKU Space	
Learning Skills- Maths Olympiad	September 2025-August 2026	0	3	0	100%	3,300	Teachers' Observation and Feedback		
Art & Cultural- Instrumental Classes	September 2025-August 2026	0	5	1	100%	32,470	Teachers' Observation and Feedback		
Art & Cultural- Chinese Orchestra	September 2025-August 2026	0	2	0	100%	6,000	Teachers' Observation and Feedback		
Sports- Bowling Team	September 2025-August 2026	0	1	0	100%	400	Teachers' Observation and Feedback		
Sports- Basketball Team	September 2025-August 2026	1	2	1	100%	21,000	Teachers' Observation and Feedback		

Sports- Badminton Team	September 2025-August 2026	0	1	0	100%	5,000	Teachers' Observation and Feedback		
Sports- Table Tennis Team	September 2025-August 2026	0	1	0	100%	6,000	Teachers' Observation and Feedback		
Sports- Volleyball Team	September 2025-August 2026	0	0	2	100%	6,000	Teachers' Observation and Feedback		
Total number of activities: 10	**Sub-total:**	1	17	4		84,000			
	Total:	22			**Total expenses ($):**				

Note:

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

Report on the Use of Student Activities Support Grant (2025-26)

Heep Yunn School

I. Financial Overview

A	Allocation in the Current School Year:	$36,400.00
B	Expenditure in the Current School Year:	$36,400.00
C	Unspent Amount to be Returned to the EDB (A – B):	$0.00

II. Number of Student Beneficiaries and Subsidised Amount

Category	Number of Student Beneficiaries	Subsidised Amount
Comprehensive Social Security Assistance	1	$4,700.00
Full-grant under the School Textbook Assistance Scheme	6	$22,600.00
Meeting the school-based financially needy criteria	5	$9,100.00 (capped at 25% of the total allocation for the school year)
Total	**12**	**$36,400.00**

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

III. Details of Expenses

No.	Brief Description and Objective of the Activity	Domain (Please select or fill in the domain of the activity as appropriate)	Person-times[1] of student beneficiaries	Actual Expenses ($)	Essential Learning Experiences (Please put a ✓ the appropriate box(es); more than one option can be selected)				
					Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1. Local activities: To subsidise students with financial needs to participate in life-wide learning activities covering different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to subsidise students with financial needs to participate in diversified life-wide learning activities with a view to enriching the five essential learning experiences for them									
1	Choral Camp	Arts (Music)	1	$800.00	✓		✓		
Expenses for Category 1			**1**	**$800.00**					
2. Non-Local activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Chinese Debating Competition in Malaysia	Chinese Language	2	$4,500.00	✓	✓			
2	Volleyball Shenzhen Training Trip	Physical Education	1	$1,500.00	✓		✓		
3	Basketball Japan Training Tour	Physical Education	5	$20,830.00	✓		✓		
4	14th World Choir Games at Helsingborg	Arts (Music)	3	$8,770.00	✓		✓		
Expenses for Category 2			**11**	**$35,600.00**					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning activities									
1	Nil								
Expenses for Category 3			**0**	**$0.00**					

Total	**12**	**$36,400.00**	

1: Person times of student beneficiaries in this column refers to the sum of student beneficiaries participating in each activity, i.e. a student beneficiary participating in more than one activity can be counted more than once.

Contact Person for Student Activities Support Grant (Name & Post):	Ms. Mandy Leung (Education and Student Welfare Officer)

Report on Life-Wide Learning Grant (2025-26)

2025-26(School Year) Report on the Use of the Life-wide Learning and Sister School Grant (Template)								July 2026 ver.	
Heep Yunn School									
Schools are required to upload this Report on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs/IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.									
^ List of Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the "━" on the left to hide this part】									
Evaluation Method:	**E1** Questionnaire	**E2** School Meeting and Discussion	**E3** Professional Sharing in School	**E4** Interview	**E5** Observation	**E6** Written report and record	**E7** Others (Please specify in column L)		
Category 1: Details of Activities							-	-	

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants (Fill in the number of participants of each type; please indicate "0" if a particular type is not involved)				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	**Teachers**	**School Management**	**Others** (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											

1	Service-Learning	Sep 2025 to May 2026	To enhance students' understanding of the needs of different communities in Hong Kong, to instill values related to servant leadership among students, and to help students reflect on their aptitude, strengths and weaknesses, thereby facilitating their career planning.	F.4 180	5	1		$280,180.00		E1 Questionnaire		92.9% of respondents found the service-learning meaningful. 90.5% agreed the programme helped them better understand community needs, and 90.5% felt they had a high level of engagement in the programme.
2	Life Skills Training Camp	15-17/12/2025	To support Form 1 students in adjusting to secondary school life while equipping them with essential life skills as they navigate their teenage years.	F.1 180	10	1		$140,000.00		E1 Questionnaire		Students reported improvements in key skills: communication (4.07/5), problem-solving (4.20/5) and self-management (4.38/5).
3	Smartpad Drawing	24/3, 26/3, 17/4, 21/4 &	To develop artistic skills through digital drawing on smart pads.	F.2-F.5 40	2			$15,000.00		E5 Observation		Some students lacked confidence applying these art drawing skills when tasks required a

		28/4 2026										specific form of logical thinking.
4	Dance Team	Septe mber 25- May 26	To enhance students' co-curricular activity experiences by establishing a new school team.	F.1 - F.5 40	1			$9,000.00		E5 Observation		With available funding, students were able to participate in the HK Dance Festival under the instruction of a coach.
Total actual expenses of item 1.1								**$444,180.00**				
1.2	**Non-local Activities**											
1	Exchange Programme with Sister School in Guangzhou	12/18 /2025	To gain insights into the learning environments and adopt exemplary practices from schools in various cities across the mainland.	F.2 180	19	1		$144,000	廣州市第 97 中學	E1 Questionnaire		93.7% gained inspiration about preserving traditional culture. 88% agreed that visiting the sister school strengthened their understanding of the education system in Guangzhou.

2	Cultural & Service Tour to Guangxi	15-19/12/2025	To enhance comprehension of the cultural heritage of ethnic minorities in a mainland city, and to engage in voluntary work within the community to foster a deeper connection and understanding of their traditions and way of life.	F.3 180	22	2		$140,000		E1 Questionnaire		All students (100%) reported that the tour enhanced their understanding of agriculture and farmers' livelihoods in Guilin. Similarly, 100% agreed that visits to primary schools and voluntary teaching improved their understanding of education in the Guangxi Province.
3	Cultural & Exchange Tour to Okinawa	15-20/12/2025	To deepen understanding of the culture and historical background of an Asian city, along with the influence of our country on it.	F5 180	20	1		$400,000		E1 Questionnaire		86.7% agreed the tour strengthened their sense of global citizenship and commitment to service. 85.8% felt motivated to learn more about their country after observing its historical influence on the people of the Ryukyu

												Kingdom.
4	Asian PTH Debate Competition in Malaysia	22/2-1/3/2026	To expand students' perspectives and build their confidence by participating in competitions at the Asian or international level.	10	2	1	2	$52,368.47		E5 Observation		Students developed debating skills and learned from arguments presented by teams from other Asian high schools.
5	Exchange Programme with Sister School in Beijing	27/3-2/4/2026	To gain insights into the learning environments and adopt exemplary practices from schools in various cities across the mainland.	10	1	0		$6,069.06	北京人民大學附屬中學	E5 Observation		Students gained insight into the school life of Beijing students.
6	Exchange Programme with Sister School in Shanghai	27/3-2/4/2026	To gain insights into the learning environments and adopt exemplary practices from schools in various cities across the mainland.	10	1	1		$2,765.55	上海外語大學附屬中學	E5 Observation		Students gained insight into the school life of Shanghai students.
7	Exchange Programme to Paris	20-24/10/2025 & 26/3 to	To explore the educational environment and study the best practices of a school in France.	F.2-F.4 15	1	1		$26,362		E5 Observation		Through exchange with visiting students from Paris and attending school in Paris, students

		4/4/2026										introduced Hong Kong's education system and lifestyle, and in return experienced French school life and culture.
8	Performing in the concert organized by the Sister School in Macau	9/5/2026	To foster collaboration with the sister school in Macau by co-organising a concert.	60	3	0	3	$3,949.15	聖公會澳門蔡高中學	E5 Observation		Performances and exchanges with Macau students provided positive experiences.
9	World Choir Game in Helsingborg, Sweden	10-20/8/2026	To expand students' perspectives and build their confidence by participating in competitions at the Asian or international level.	50	3	0	3	$211,782		E5 Observation		Students had opportunities to interact with choirs from around the world—such as a choir from Georgia that shared a traditional piece—and secured two gold awards in competitions.
Total actual expenses of item 1.2								**$987,296.23**				
Total actual expenses (sum of items 1.1 and 1.2)								**$1,431,476.23**				

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)			
Areas	**Students' Learning Need**	**Anticipated Target**	**Evaluation Result, Reflection and Follow-up**
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	Students need to broaden their horizons by traveling to the Mainland and overseas to acquire diverse learning experiences.	We focused on reinforcing students' national identity and cultivating global perspectives and on developing their generic skills by enabling participation in activities in the Mainland and abroad.	The school endeavoured to allocate the grant to as many students as possible and to design programmes carefully to address the developmental needs of different student cohorts. The school attempted to organise stress-relief activities for F.6 students; however, these could not be scheduled due to those students' concentration on preparing for public examinations.

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

No.	**Areas**	**Content of Reflection and Follow-up**
1	**Form/Content of the activity**	The whole F.2 and individual students from F.2 to F.5 who joined the Shanghai and Beijing Exchange Programmes
2	**Time arrangement of the activity**	1 day to 7 days (Mainland) & 4 days (Hong Kong)
3	**Organisation and arrangements of the activity**	Heep Yunn School for Guangzhou and with La Salle College for Shanghai and Beijing
4	**Others (Please specify)**	

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

No.	Item	Actual Expenditure* ($)		
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	$7,044.70		
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	Nil		

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.						
Name of Teacher Responsible for Life-wide Learning:	Ms. Bella Leung	Position:	Headmistress			
Name of Teacher Responsible for the Sister School Scheme:	Mr. Wilson Ho	Position:	Assistant Principal			

Report on "AI for Science Education" Funding Programme

2025-2026 s.y.

Amount of Funding Received: $100,000

1. Expenditure Items (As at 31 Aug 2026)	Expenditures ($)
(i) Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching The number of teachers who enrolled in training course(s) is **5** The number of training courses in which teacher(s) was/were enrolled is **3** Information of the short courses taken: Are the courses arranged for teachers organised by the course providers listed in the "Information of the training courses " section of Annex 2 in EDBCM No. 227/2024? **Yes**	$70,800
(ii) Collaboration with tertiary institutions or related Professional bodies to take forward Support Programmes related to AI-assisted teaching. The number of support programmes launched is **2**	$30,000
Total	$100,800
As at 31 August 2026, the "AI for Science Education" funding has been fully spent.	
As at 31 August 2026, the progress of the items that our school is required to complete is as follows:	

Items to be completed by school	Progress (as at 31 August 2026) (Please put a ✓ in the appropriate box)	
Develop at least two teaching examples or sets of resources with the application of AI in Science (S1-3)	☐ Completed	✓ In preparation
Conduct at least one open class or classroom demonstration with the use of AI-assisted teaching in Science (S1-3) (within or outside the school)	☐ Completed	✓ In preparation
Conduct at least one experience sharing session (within or outside the school)	☐ Completed	✓ In preparation

Report on the Use of the "One-off Grant for Promotion of Self-directed Language Learning (English Language)" (2024-2027)

Amount of Funding Received: $200,000

In 2025-2026, Our school has spent the "One-off Grant for Promotion of Self-directed Language Learning (English Language)" on the following areas:

Number of student beneficiaries:1033 Class levels of student beneficiaries: F.1 to F.6

	Area	**Actual Expenses (HK$)**
i.	Procuring and/or subscribing to learning resources	46,680.00
ii.	Hiring English-speaking instructors or non-teaching supporting staff outside the permanent staff establishment	32,800.00
iii.	Purchasing services related to learning and teaching	9,349.81
iv.	Others (please specify):	0.00
	Total Expenditure (HK$):	88,829.81
	Unspent Balance (HK$):	111,170.19

Report on the Use of the "One-off Grant for Promotion of Self-directed Language Learning (Putonghua)" (2024-2027)

「推廣自主語文學習（普通話）一筆過津貼」運用報告

一筆過津貼金額: $200,000

二零二四至二五學年開支: $1,834.40; 餘額承前:198,165.60

於二零二五至二六學年, 本校已運用「推廣自主語文學習（普通話）一筆過津貼」作以下用途：

受惠學生人數:1033　　受惠學生班級:中一至中六

	範疇	**實際開支金額（HK$）**
i.	採購和/或訂閱學習資源	1,159.40
ii.	聘請不屬編制內的普通話導師或非教學支援人員	11,675.00
iii.	購買學與教相關的服務	46,520.00
iv.	其他（請註明）:	0.00
總開支金額（HK$）		59,354.40
津貼餘款（HK$）		138,811.20

Report on the Use of One-off Grant for Chinese Culture Immersion Activities (2024-2027)

「推廣中華文化體驗活動一筆過津貼」運用報告

一筆過津貼金額: $300,000.00

二零二四至二五學年開支: 9,005.18; 餘額承前: $290,994.82

於二零二五至二六學年，本校已運用「推廣中華文化體驗活動一筆過津貼」作以下用途：

	範疇	**實際開支金額（HK$）**
i.	舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座	15,000.00
ii.	舉辦或資助學生參加有關中華文化的本地或內地的聯校活動或比賽	0.00
iii.	舉辦或資助學生參加本地文化考察或參觀活動	0.00
iv.	發展有關中華文化的課程	0.00
v.	採購及發展中華文化學與教資源	0.00
vi.	資助學生及隨團教師前往內地，參加學習中華文化的交流活動	98,750.00
vii.	其他（請註明）:	0.00
總開支金額（HK$）		113,750.00
津貼餘款（HK$）		177,244.82

Report on the Use of One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools (2024-2027)

Amount of Funding Received: $150,000

In 2025-2026, our school has spent the "One-off Grant for Promotion of Sports Ambience and MVPA60 in Schools" (the "Grant") on the following areas:

	Area	**Actual Expenses ($)**
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools	0.00
ii.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions	125,886.00
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas	0.00
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students	0.00
v.	To purchase or upgrade PE/sports equipment in the school	0.00
vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60	0.00
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school	0.00
viii.	Others (Please specify):	0.00
Total Expenditure:		125,886.00
Unspent Balance:		24,114.00

Report on the Use of the One-off Grant on Parent Education (Secondary) (2024-2027)

Amount of Funding Received: $200,000

In 2025-2026, our school has spent the Grant on the following:

	Area	Actual Expenses ($)
i.	Organising structured or thematic parent education programmes • Total expenditure on services provided by organisations	27,000.00
ii.	Designing and producing school-based parent education Resources	0.00
iii.	Organising school-based parent education promotional activities relating to the "Positive Parent Campaign"	0.00
iv.	Others (please specify):	0.00
	Total Expenditure	27,000.00
	Unspent Balance	173,000.00

姊妹學校交流報告書 (2025/26 學年)

學校名稱：	協恩中學		
學校類別：	直資中學	負責老師：	何冠霖

本學年已與以下內地姊妹學校進行交流活動：	
1.	北京人民大學附屬中學
2.	上海外國語大學附屬外國語學校
3.	廣州市第 97 中學

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：

(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面（*已舉辦 / *未有舉辦） *(*請刪去不適用者)*

交流項目			預期目標		
編號	**☑**	**描述**	**編號**	**☑**	**描述**
A1	☑	探訪/考察	B1	☑	增進對內地的認識和了解
A2	☐	校政研討會/學校管理分享	B2	☑	增加對國家的歸屬感/國民身份的認同
A3	☐	會議/視像會議	B3	☑	交流良好管理經驗和心得/提升學校行政及管理的能力
A4	☑	與姊妹學校進行簽約儀式/商討交流計劃	B4	☑	擴闊學校網絡
A5	☐	其他(請註明) :	B5	☐	擴闊視野
			B6	☑	建立友誼/聯繫
			B7	☐	訂定交流細節/ 活動詳情
			B8	☐	其他(請註明) :

管理層面 達至預期目標程度	C1 ☑ 完全達到	C2 ☐ 大致達到	C3 ☐ 一般達到	C4 ☐ 未能達到

乙. 教師層面（已舉辦） *(*請刪去不適用者)*

交流項目			預期目標		
編號	**☑**	**描述**	**編號**	**☑**	**描述**
D1	☐	探訪/考察	E1	☑	增進對內地的認識和了解
D2	☑	觀課/評課	E2	☑	增加對國家的歸屬感/國民身份的認同
D3	☐	示範課/同題異構	E3	☐	建立學習社群/推行教研
D4	☐	遠程教室/視像交流/電子教學交流	E4	☐	促進專業發展
D5	☐	專題研討/工作坊/座談會	E5	☐	提升教學成效
D6	☐	專業發展日	E6	☐	擴闊視野
D7	☐	其他(請註明) :	E7	☑	建立友誼/聯繫
			E8	☐	其他(請註明) :

教師層面 達至預期目標程度	F1 ☑ 完全達到	F2 ☐ 大致達到	F3 ☐ 一般達到	F4 ☐ 未能達到

丙. 學生層面（已舉辦） *(*請刪去不適用者)*

交流項目			預期目標		
編號	**☑**	**描述**	**編號**	**☑**	**描述**
G1	☑	探訪/考察	H1	☑	增進對內地的認識和了解
G2	☑	課堂體驗	H2	☑	增加對國家的歸屬感/國民身份的認同
G3	☑	生活體驗	H3	☑	擴闊視野
G4	☐	專題研習	H4	☑	建立友誼
G5	☐	遠程教室/視像交流/電子學習交流	H5	☑	促進文化交流
G6	☑	文化體藝交流	H6	☑	增強語言/表達/溝通能力
G7	☐	書信交流	H7	☑	提升自理能力/促進個人成長
G8	☐	其他(請註明) :	H8	☑	豐富學習經歷
			H9	☐	其他(請註明) :

學生層面 達至預期目標程度	I1 ☑ 完全達到	I2 ☐ 大致達到	I3 ☐ 一般達到	I4 ☐ 未能達到

丁. 家長層面（未有舉辦） *(*請刪去不適用者)*

(註 :學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

交流項目			**預期目標**		
編號	**☑**	**描述**	**編號**	**☑**	**描述**
J1	☐	參觀學校	K1	☐	增進對內地的認識和了解
J2	☐	家長座談會	K2	☐	增加對國家的歸屬感/國民身份的認同
J3	☐	分享心得	K3	☐	擴闊視野
J4	☐	其他(請註明) :	K4	☐	加強家校合作
			K5	☐	加強家長教育
			K6	☐	交流良好家校合作經驗和心得
			K7	☐	其他(請註明) :

家長層面 達至預期目標程度	L1 ☐ 完全達到	L2 ☐ 大致達到	L3 ☐ 一般達到	L4 ☐ 未能達到

監察/評估方法如下：

編號	☑	監察/評估方法
M1	☑	討論
M2	☑	分享
M3	☑	問卷調查
M4	☐	面談/訪問
M5	☑	會議
M6	☐	觀察
M7	☑	報告
M8	☐	其他(請註明) :

全年財政報告：			
編號	☑	交流項目	支出金額
N1	☑	到訪內地姊妹學校作交流的費用	HK$ 192000
N2	☑	在香港合辦姊妹學校交流活動的費用	HK$ 1000
N3	☐	姊妹學校活動行政助理的薪金 *(註:不可超過學年津貼額的 20%)*	HK$ 0
N4	☐	視像交流設備及其他電腦設備的費用	HK$ 0
N5	☑	交流物資費用	HK$ 500
N6	☐	在香港進行交流活動時的茶點開支*(註:不可超過學年津貼額的 2%)*	HK$ 0
N7	☐	老師的一次入出境簽證的費用*(註:不可超過學年津貼額的 1%)*	HK$ 0
N8	☐	其他(請註明) :	HK$
N9	☑	學年總開支	HK$ 193500
N10	☐	沒有任何開支	不適用

反思及跟進：		
編號	☑	內容
O1	☑	有關交流活動的層面 *[如適用，請註明]*
O2	☑	有關交流活動的形式/內容 *[如適用，請註明]*
O3	☐	有關交流活動的時間安排 *[如適用，請註明]*
O4	☐	有關交流活動的津貼安排 *[如適用，請註明]*
O5	☐	有關承辦機構的組織安排*[如適用，請註明]*
O6	☐	其他(請註明) :

交流參與人次：			
編號	☑	層面	交流參與人次
P1	☑	本校學生在香港與姊妹學校交流的人次	_25____人次
P2	☑	本校學生到訪內地與姊妹學校交流的人次	_195__人次
P3	☑	本校學生參與交流的總人次	_220__總人次
P4	☑	本校教師參與交流的總人次	_40___總人次
P5	☑	本校學校管理人員參與交流的總人次	_1___總人次