

IN STRENGTH AND GRACE WE STAND UNITED
IN FAITH AND LOVE WE ARE COMMITTED



HEEP YUNN SCHOOL

SCHOOL REPORT

2024-2025

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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/ssp2024/index.php?lang_id=1

CHAPTER 2: School Development- Review on the Annual Major Concerns

3-Year Development Goal (1)

To facilitate students' learning through enhancing teachers' assessment literacy.

Annual Major Concern (1)

To promote quality formative assessment and adopt diversified assessment modes across various subjects.

Progress and Achievements

Leveraging on two years of participation in the Quality School Improvement Project (QSIP) of The Chinese University of Hong Kong (CUHK), the School consolidated a shared understanding of quality assessment and built sufficient momentum to launch school-based professional learning and systematic cross-departmental exchange. Our overarching aims this year were twofold: to raise assessment literacy among all teachers and to embed diversified assessment modes in everyday classroom practice so that feedback is timely and capable of advancing learning. To initiate the work, seed groups—the Personal, Social and Humanities Education (PSHE) Key Learning Area (KLA), the Science & Technology Department, and the Junior Science Department—showcased concrete assessment-design practices during Professional Development Day 1 in August 2024, setting the tone for a two-tier implementation plan to scale quality formative assessment across subjects.

Tier 1 focused on teachers' capacity building. On 21 March 2025 (Professional Development Day 2), the Professional Development Committee and the Academic Committee organised a Professional Training on Quality Assignments. The Chinese Department shared its approach to designing quality assignments, and teachers were guided through a newly developed self-evaluation checklist that outlined the key elements of effective assignment design. Teacher survey results indicated strong endorsement of the training: 93.0% agreed the self-evaluation form was well structured and clearly explained; 90.6% agreed the Chinese Department's presentation was insightful and offered practical guidance; 91.7% agreed their understanding of the requirements for quality assignments had been enhanced' and 89.4% felt more prepared to design quality assignments following the session.

Tier 2 operated at the departmental level, where middle managers promoted quality formative assessment and diversified assessment modes as set out in programme plans. Highlights include:

English Department: Targeting Form Four students undertaking the SBA, the department provided structured scaffolding for the Individual Presentation, drawing on departmental materials and HKEAA assessment resources. An overwhelming majority (95.5%) of students found the preparation process and trial SBA useful for the actual assessment. Specifically, 94.0% reported improved presentation skills, 97.8% said the process heightened their awareness of the assessment criteria, and 95.5% agreed the strategies helped them identify strengths and weaknesses.

Life and Society / Citizenship, Economics and Society Department: Students completed self-reflections to consolidate learning after lessons. Google Forms exercises were used to check understanding, and data-response questions were introduced to strengthen subject-specific writing skills. A cross-curricular project for Form 3 students encouraged them to integrate knowledge across subjects. Students engaged seriously with the reflections, which deepened their self-understanding of key concepts. The exercises consolidated learning and supported lesson preparation, and students performed satisfactorily in both the writing tasks and the project, demonstrating the required knowledge and skills.

Chemistry Department: During lessons, new experiments were introduced for Form 4 (back titration) and Form 5 students (following the progress of a reaction using colorimetry). In addition, ball-and-stick model-building tasks were assigned to Form 4 (diamond, graphite, sodium chloride), Form 5 (organic compounds and molecular substances with different three-dimensional shapes), and Form 6 students (cis-trans isomers and enantiomers). Over 85% of students (Form 4: 85.4%; Form 5: 90.1%; Form 6: 88.0%) agreed that the experiments and model-building activities helped them understand abstract chemistry concepts and improve their psychomotor skills. Beyond lessons, students photographed everyday items related to current topics and explained the underlying chemical principles. Over 80% (Form 4: 87.4%; Form 5: 85.2%; Form 6: 82.3%) agreed that these assignments highlighted the relevance of chemistry to daily life and increased their awareness of current science issues.

In August 2025, all departments submitted their quality assignment designs to the Head of the Academic Committee for review. Many were thoughtfully constructed and provided multifaceted evidence of student learning. Overall, the School made solid progress toward the major concern of promoting quality formative assessment and adopting diversified assessment modes across subjects.

Reflection

The School made substantial progress toward its major concern of promoting high-quality formative assessment and diversifying assessment modes. Whole-school professional learning strengthened assessment literacy, while department-led initiatives translated shared principles into concrete, subject-specific practices through authentic tasks, including trial SBA presentations, data-response writing, laboratory investigations and

model-building, to name but a few. These diversified modes generated richer evidence of learning and assessed students from multiple perspectives. By and large, students showed clearer awareness of expectations and enhanced ability in demonstrating their learning. Teachers largely reported feeling better equipped and were energised by collegial sharing. However, limited lesson time and teachers' capacity remained notable constraints, particularly for documenting quality-assignment design.

Future Planning

The School's goal of strengthening teachers' assessment literacy across subjects to enhance student learning aligns with the Education Bureau's "Seven Learning Goals of Secondary Education", notably the development of "generic skills", "breadth of knowledge", and "language proficiency". Greater awareness of, and a balanced approach to, formative and summative assessment have improved learning and teaching outcomes. Nonetheless, an excessive focus on assessment results can place undue pressure on students, particularly those with perfectionistic tendencies. In the year ahead, effective assessment practices will be embedded in routine teaching and learning. At the same time, the School will prioritise students' well-being and resilience in response to APASO-III findings that indicate persistently elevated levels of anxiety. In the next school development cycle, the School will adopt the PERMA framework—Positive emotion, Engagement, Relationships, Meaning, and Accomplishment—to cultivate positive emotion and engagement, strengthen relationships with teachers and peers, deepen students' sense of meaning, and celebrate their accomplishments.

3-Year Development Goal (2):

To cultivate positive values among students and nurture them into becoming responsible citizens with the commitment to serve.

Annual Major Concern (2):

To provide students with the opportunities to serve using their own initiatives.

Progress and Achievements

It has always been the School's goal to nurture students' compassion and empower them to create positive impact in the community. In partnership with non-governmental organisations (NGOs) and tertiary institutions, the Service-Learning Department delivered to all Form Four students a comprehensive curriculum that builds empathy for disadvantaged groups and equips students with design thinking, entrepreneurship, and a sustained commitment to serve. Students worked in authentic contexts to identify users' pain points and apply interdisciplinary knowledge to design, prototype, and test solutions to real-world problems.

In 2024–2025, the School collaborated with the Hong Kong Sheng Kung Hui Welfare Council and introduced the concept of “servant leadership.” To help students explore the needs of different service users—including elderly, ethnic minority communities, and people with disabilities—students engaged directly with users at the following venues: Lok Man Alice Kwok Integrated Service Centre; Holy Carpenter Church and Community Centre; United Court, Yuen Long; Providence Garden for Rehab; SKH Tseung Kwan O Elderly Services Building; SKH Wong Tai Sin District Elderly Community Centre; Jockey Club Centre for Family Enhancement; and HKSKH Kowloon City Children and Youth Integrated Service Centre. Following “Human Library” sessions at these sites, students designed and implemented service plans. They prepared lesson plans and materials, created community maps, tested recipes, and organised games and activities. Feedback was gathered from social workers and service users. Each cycle concluded with structured debriefing and student reflection.

These arrangements effectively prepared students to serve the community and strengthened our partnerships with NGOs. Through site visits and NGO-led workshops, students deepened their understanding of community needs. In the modified POSL (Process and Outcomes from Service-Learning) survey, on a 10-point scale, students reported an average of 8.0/10 for “understanding the needs, potentials, and resources of the community served,” and 8.2/10 for “empathy for disadvantaged people.” These results indicate that the programme offered meaningful opportunities for learning about the community and cultivating empathy.

By planning and implementing community service programmes under the guidance of teachers and social workers, students also strengthened key competencies. The average score for “ability to apply knowledge and skills learned in school to real-life situations” was 7.3/10, and 7.9/10 for “ability to work with others in a team to achieve common goals,” demonstrating that students were able to leverage their learning to serve the community. Debriefings after each service and the collection of written reflections provided valuable opportunities for personal growth. The average score for “understanding of your own values, strengths, and weaknesses” was 7.5/10, indicating that the reflective components prompted meaningful self-assessment.

To broaden horizons, the School also collaborated with Heep Yunn Primary School, Archireef “Here-in-Nature,” and Hong Kong Children’s Hospital, enabling students to launch service projects in STEM and sports education, marine ecology, and care for paediatric patients. Pull-out programmes offered further opportunities for community engagement. For example, three student teams joined the MTR “Train for Life’s Journey 2.0” Programme to design solutions that enhance the quality of life for underprivileged groups in Hong Kong; five students entered the PolyU Igniting Social Innovation Competition 2025, using VR and HiVE technologies to raise awareness of public health issues; and eleven students served

in the Summer Volunteer Project organised by Kowloon Hospital. Students' active voluntary participation in these programmes demonstrated their genuine desire to support those in need.

Overall, the year's initiatives advanced the School's major concern by providing structured, student-initiated service opportunities; developing the much-needed empathy, teamwork, and real-world problem-solving; and fostering sustainable partnerships with community organisations.

Reflection

In pursuit of our goal—to cultivate positive values among students and nurture them into responsible citizens committed to service—the School has sought meaningful ways to weave service into students' everyday learning. Given our students' busy schedules, setting aside time to support those in need has long been a challenge. Building on the optimisation of core subjects in the senior forms, the School has aptly introduced a Service-Learning curriculum within regular Form Four lessons.

Amid their pursuit of outstanding results in public examinations and a broad spectrum of co-curricular activities, students were given regular time to pause, engage with people in need, and reflect on their role in building a better community. In addition to developing essential knowledge and transferable skills for service, this deliberate creation of time and space to connect with society helps nurture responsible, upright and altruistic citizens ready to serve.

Through a comprehensive, student-led Service-Learning programme, the School has effectively cultivated the priority values and attitudes advocated by the Education Bureau: “Perseverance”, “Respect for Others”, “Responsibility”, “Commitment”, “Integrity”, “Benevolence”, “Empathy”, and “Unity”. We are pleased to witness our students' growth and deep reflection throughout the programmes. Beginning with small acts of kindness, we aspire for our students to grow into servant leaders distinguished by vision and virtue.

Future Planning

Over the past three years, the School has strengthened students' sense of “national identity” and advanced “healthy lifestyles” and “life planning”, in alignment with the Education Bureau's “Seven Learning Goals”. This progress was driven by a whole-school framework for national and national security education, complemented by a wide range of values-based activities. Our efforts were reflected in consistently high APASO-III Q-scores, peaking at 116 for national identity across all subscales— “responsibility and obligation”, “pride and love”, “national flag and anthem”, and “achievements”. These effective practices will be embedded as regular provision and reviewed periodically to sustain national and values education.

Locally, the Service-Learning curriculum has enabled students to engage meaningfully with people from diverse walks of life, broadening their exposure and sharpening their sensitivity to others' needs. The Department will continue to deepen partnerships with external organisations and enhance programme design and delivery, providing structured opportunities for students to plan, implement, and evaluate their service projects.

Drawing on these experiences, the School will extend students' horizons from local and national engagement to a global outlook. In the upcoming School Development Plan, we will cultivate global perspectives through curriculum refinement and targeted activities, enabling our students to thrive and make a positive impact—within the local community, across the Mainland, and on the global stage.

3-Year Development Goal (3):

To equip students with the future-proof skills through strengthening Technology Education.

Annual Major Concern (3):

To equip students' future-proof skills through STEM-related life-wide learning activities.

Progress and Achievements

To equip students with future-proof skills, the School has expanded STEM-related life-wide learning through the establishment of the Innovation Laboratory and the launch of a school-based Science and Technology curriculum in the junior forms, supported by external funds. Learning opportunities are intentionally structured at three levels—school, territory-wide, and international—to provide progressive challenge and breadth of exposure.

At the school level, every student gained hands-on experience through a whole-school STEM Fun Fair held on 19 January 2025. All Forms One to Five classes designed and operated game stalls that integrated knowledge from the Forms One to Three Science and Technology curriculum. To support preparation, the School produced a Fun Fair Game Design Guidebook and related resources, and arranged skill-sharing sessions. Students reported that these supports were clear and useful for both planning and skills development, and guests were impressed by the interactive games students built from scratch.

Enrichment training further deepened engagement. With support from the Office of the Government Chief Information Officer (OGCIO), the Computer Department and the Science and Technology Department organised programmes such as “SolidWorks 3D Modelling: Solving Daily Problems” and “Smart Health Kit: IoT and App Inventor Coding.” Eighty percent of participating students affirmed that these themed trainings fostered creativity and provided valuable exposure to advanced technologies. Departments also cultivated a STEM-rich environment on campus by setting up STEM corners and display boards to showcase award-winning projects, creating an ambience conducive to inquiry and innovation. The Physics Department launched a STEAM project on designing a simple solar cooker, with over 85% of students reporting growth in problem-solving, communication, and critical thinking. The Chemistry Department arranged visits to the Construction Industry Council – Zero Carbon Park to deepen understanding of sustainability.

At the territory-wide level, students took part in a wide range of individual and team competitions, including the Hong Kong Brain Bee Competition, the Student Training Course for International Biology Olympiad 2025 (Phase I & II), the World Science, Environment and Engineering Competition 2025, the International Junior Science Olympiad (Hong Kong Screening), the S. T. Yau High School Science Award (Asia) – Biology, the 27th Hong Kong Youth Science & Technology Innovation Competition, the Hong Kong Student Science Project Competition 2025 (Senior, Biochemistry), the Hong Kong Science Fair 2024–2025, the Hong Kong InnoHealth Cup (HKU), the iRed App Design Competition 2025, the PolyU Igniting Social Innovation Competition 2025, the Jockey Club Marine Plastic Innovative Challenge, and the 3rd Greater Bay Area AI & Tech Innovation Challenge (InnoBot 2024). Joint-school sharing sessions with Wah Yan College, Kowloon enabled collaboration for inter-school events such as the JPC Innovation and Technology Competition 2024–2025, bE inspired! Shaping Our City Tomorrow Competition 2024/25, and the CUHK Green Innovation Competition. Over 80% of participants reported enhanced creativity, collaboration, and idea-sharing. Beyond the awards attained, students gained future-ready competencies, personal growth, and lasting friendships through the process of ideation, prototyping, and iteration.

Community learning complemented these experiences. A group of F.2–F.3 students attended a lecture on National Deep Space Exploration in February 2025, organised by the Joseph Needham Foundation for Science and Civilisation and the Hong Kong Science Museum. Eighty-three percent agreed that the activity deepened their understanding of scientific development in China and Hong Kong and enriched their knowledge of the topic.

Internationally, students broadened their horizons through several overseas exchanges. Two Form Six students represented the School at the GENIUS Olympiad 2025 (Science category) at the Rochester Institute of Technology, USA, presenting their research, engaging in academic exchange

with peers from around the world, and experiencing university residential life. Six students—two from the junior forms and four from the senior forms—joined an exchange tour to Osaka, Japan, visiting the Osaka World Expo 2025, participating in academic exchanges with professors at the University of Osaka, and touring the Maishima Incineration Plant and the Panasonic Eco Technology Center to learn about sustainable development and eco-friendly technologies. Four senior-form students took part in an exchange tour to Seoul, South Korea, attending an academic sharing session at Yonsei University and visiting major technology institutions, including the SK Telecom ICT Innovation Center, to explore the latest advances in information and communications technology. A student delegation also visited the University of Macau to present award-winning projects and engage with local peers and faculty.

Through this coherent, multi-level approach to STEM life-wide learning, the School will ensure students remain conversant with rapid technological advancements and ready to embrace future challenges.

Reflection

Aligned with the major concern—to equip students with future-proof skills through STEM-related life-wide learning—the concerted efforts of STEM-related departments have created rich, engaging opportunities for participation. These experiences have kept learners abreast of technological developments while sharpening critical thinking, problem-solving, creativity and innovation, self-directed learning, adaptability, and effective teamwork—competencies essential for the future.

The steady increase in student participation reflects the successful promotion of STEM education. At the same time, rising demand highlights the need for additional resources—including equipment, materials, and teachers’ capacity—to sustain programme quality and safety. To continue refining the curriculum, integrating emerging tools and methodologies, and expanding partnerships with industry and universities, sustained funding is essential. We will work to ensure that Technology Education maintains its momentum so that students remain conversant with rapid technological change.

Future Planning

Over the past three years, by strengthening Technology Education, the School has significantly enhanced students’ “information literacy” and “generic skills”, in line with the Education Bureau’s Seven Learning Goals. Looking ahead, in step with technological advances and educational trends, the School will sharpen its focus on developing Artificial Intelligence (AI)-literate learners in the next school development cycle. We will invest in AI platforms and targeted professional development for teachers to enrich learning and teaching. Through the responsible and effective use of AI, we aim to keep the school community acquainted with rapid innovation and ready to meet future challenges.

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, instilling 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.

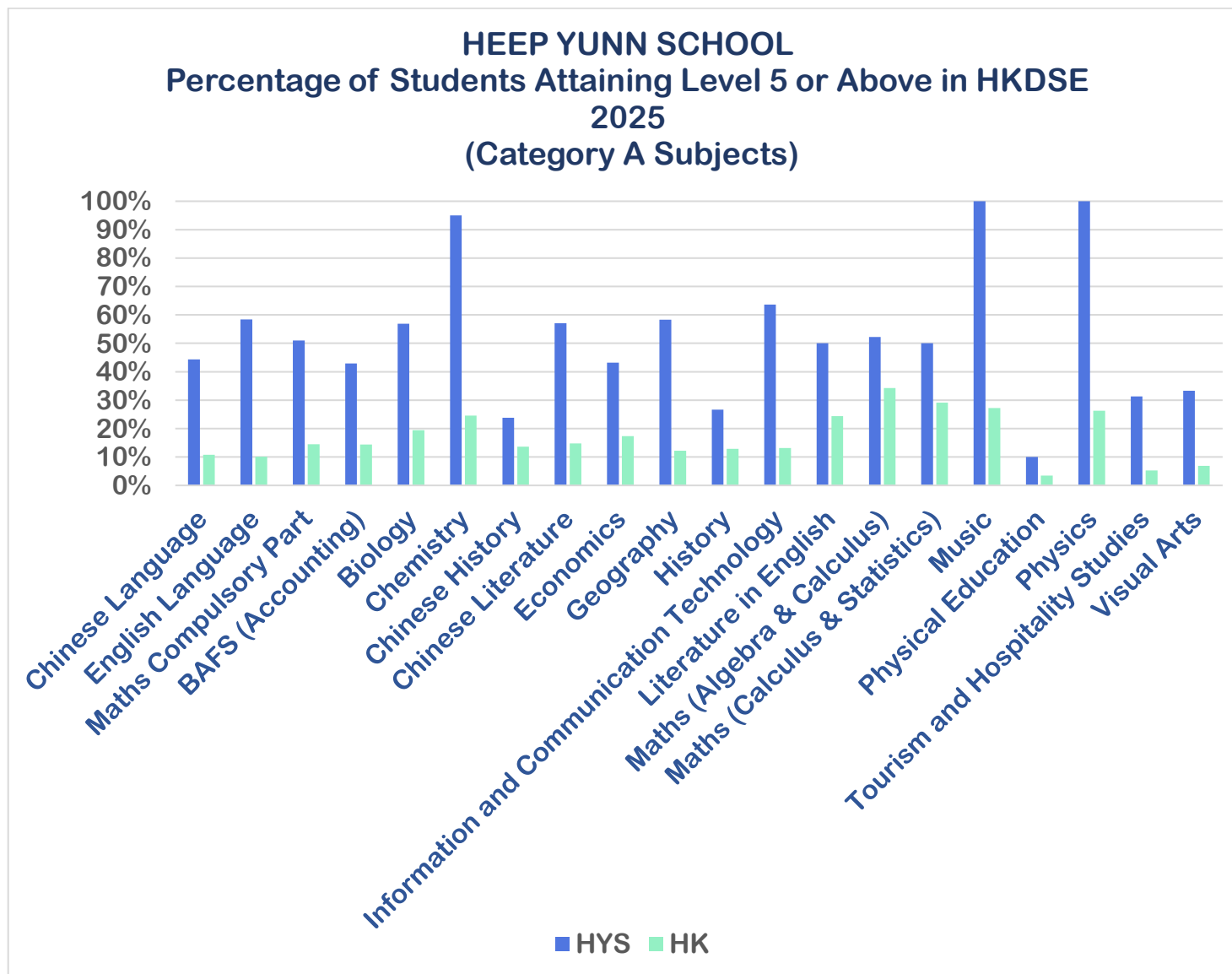
Our chef team gave excellent feedback about her.”

Students’ Academic Performance

Hong Kong Diploma of Secondary Education Examination (2025)

Among the 150 Form Six students who took the 2025 Hong Kong Diploma of Secondary Education (HKDSE) Examination, 24 of them had attained an impressive score exceeding 30 points in their best five subjects, including M1/ M2. Among these high achievers, one student has distinguished herself as the top scorer in Hong Kong with 5** in six subjects, while eight students have obtained three or more 5**. On the whole, our students garnered 451 Level 5 or above, an average of 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 or above for all the subjects in our School is higher than the Hong Kong average. To highlight, 12 category A subjects offered in our School made it to 50% or above of students achieving Level 5 and beyond, including Physics (100%), Music (100%), Chemistry (95%), Information and Communication Technology (63.6%), English Language (58.4%), Geography (58.3%), Chinese Literature (57.1%), Biology (56.9%), Mathematics (Algebra & Calculus) (52.2%), Mathematics Compulsory Part (51.0%), Mathematics (Calculus & Statistics) (50.0%) and Literature in English (50%). About 93.4% of our candidates met the general entrance requirements for local bachelor’s degree programmes. Approximately 82.7% of our Form Six graduates chose bachelor’s programmes at local tertiary institutions; 81 were admitted to HKU, CUHK, or HKUST through JUPAS, while 12 opted for venturing abroad.

The Percentage of students attaining Level 5 or above in HKDSE 2025 (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. They are summarised below:

Category	Subject	Name of the competition	Title of the award/ Ranking	Number of Awardees
Arts	Music -group entries	2024 Hong Kong Youth Music Interflows	Orchestra-Gold Award	1
			String Orchestra-Silver Award	1
		2025 Joint School Music Competition	Chinese Orchestra-Gold Award	1
			Clarinet ensemble-Gold Award	1
			Flute ensemble-Gold Award	1
			Saxophone ensemble-Gold Award	1
		77th Hong Kong Schools Music Festival	Chinese Orchestra-Second	1
			Intermediate Mixed Choir (in collaboration with Diocesan Boys' School) -Second	1
			Junior Choir-Third	2
			Orchestra-Third	1
			Senior Choir -Champion	1
			Senior Choir -Third	1
			Senior Mixed Choir ensemble (in collaboration with Wah Yan College Kowloon) -Champion	1
			Senior Mixed Choir-Third	1
		Hong Kong Inter-School Choral Festival 2025 Competition cum Masterclass	Intermediate Mixed Choir (in collaboration with Diocesan Boys' School) -Gold Award	1

			Junior Choir-Gold Award	1
			Senior Mixed Choir -Gold Award	1
	Music - individual entries	2024 Asia Pacific Talent Art Festival Competition - Secondary - Piano	2nd Place	1
		2024 Global Children and Youth Piano Competition - Open Class	Gold Award	1
		2024 Hong Kong Piano Solo Performance Competition - Senior Group	Gold Award	1
		2024 Hong Kong Promotion of Performing Arts Festival - HKPPAA Scholarship Class - Singing	1st Place	1
		2024 Hong Kong Promotion of Performing Arts Festival - Open Class - F1 – F3	First Place	1
		2024 Music Singapore International Competition (International final round) - Voice (12 to 17 years old)	1st place	1
		2024 泰國 - 曼谷 國際青少年音樂比賽 (香港區賽) - Vocal - aged 16-18	Champion	1
		2025 Hong Kong Intercultural Young Musicians Competition (Hong Kong Regional) - Vocal Group Grade 8	Champion	1
		2025 Music Singapore International Music Competition (International preliminary round) - Voice (14 to 17 years old)	2nd prize	1
		2025 Singapore International Young Pianist Competition - Preliminary Round - Mozart Group	Champion & First Prize	1
		2025 Singapore International Young Pianist Competition Finals (China) - Mozart Group	First Prize	1

		2025 全港中西匯萃青少年音樂家大賽（香港區賽）- 鋼琴級別組八級組	Champion	1
		77th Hong Kong Schools Music Festival	Art Song - Age 15 or above-First	2
			Female Voice Duet - Age 14 or under-Third	2
			Flute Solo - Secondary School - Junior-Third	1
			Graded Piano Solo - Grade Eight-Third	1
			Graded Piano Solo - Grade Seven-Third	1
			Piano Solo - Composer of the Year-First	1
			Trumpet Solo - Secondary School - Senior-Third	1
			Vocal Solo — Chinese — Female Voice — Secondary School — Age 16 or under-First	1
			Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under-First	1
			Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 16 or under-Third	1
			Xylophone Solo - Secondary School-Second	1
			琵琶獨奏 - 高級組-Third	1
			箏獨奏 - 中級組-Second	1
			箏獨奏 - 中級組-Third	1
			箏獨奏 - 高級組-Second	1
			簫獨奏 - 深造組-Second	1

			粵曲獨唱 - 子喉獨唱 - 中學初級組- Third	1
			聲樂獨唱 - 中文 - 女聲 - 中學 - 14 歲 或以下-Third	1
			鋼琴獨奏 - 中國作曲家 - 中級組- Third	1
		European Star - Hong Kong Young Artist Award 2025 - Diploma Piano Class	Champion	1
		European Star - Hong Kong Youth Artist Award 2025 - Diploma Piano Class	Silver Award	1
		Global International Music Awards 2025 - Voice (17 Years Old)	Champion	1
		HKIMAA 2024 Hong Kong International Music & Arts Festival - Piano Own Choice Class - Junior Class A	Second Place	1
		HKIMAA 2024 Hong Kong International Music & Arts Festival - Piano Themed Class - Classical Class B	First Place	1
		HKIPPA Piano Competition For Elite Performers 2024 - Teenage Class - S1-3	Second Prize	1
		Hong Kong Grand Opera Vocal Competition 2025 - Vocal - Aged 16-18	Winner	1
		Hong Kong Harp Festival 2024 - Youth/Adult Group (Age 13 or above)	Judges' Star Award	1
		Hong Kong Professional Singing Competition 2024 - Vocal - Aged 15-17	First Place	1
		Hong Kong Sapling Music Festival 2024 - GuZheng (Grade 7)	Champion	1

		International Fringe Music Festival and Competition 2024 - Exam Class – Grade Eight (Vocal)	3rd place	1
		International Fringe Music Festival and Competition 2024 - Youth Class (Vocal)	2nd Place	1
		Malaysian Piano Competition 2024 - Open Category - Diploma Class	First Place	1
		Music e-contest 2024 (second round) - Vocal - Category E	Gold Award	1
		Rave Harps International Prestige Award 2024 - Pedal - Young Artist	Distinction	1
		Rave Harps International Prestige Award 2024 - Solo Virtuoso	Distinction with Honours	1
		The 12th Hong Kong International Performance Art Festival and Music Competition - Piano Class (Grade 7)	Champion	1
		The 12th Hong Kong International Performance Arts Festival and Music Competition - Hong Kong District Preliminary Round - Classical Sonata Class	First Place	1
		The 12th Hong Kong International Performance Arts Festival and Music Competition - Piano Age Group - Junior Class B	Second Place	1
		The 12th Hong Kong International Performance Arts Festival and Music Competition - Piano HKYPA Young Artist Award	Distinction Award	1
		The 15th Hong Kong International Violin Competition and the 12th Hong Kong International Chamber Music Competition - Juvenile A Class in Preliminary Round of China Division	First Prize	1

		The 15th Hong Kong International Violin Competition and the 12th Hong Kong International Chamber Music Competition Final Round - Juvenile A Class	Second Prize	1
		The 28th PIARA International Piano Competition (Final Competition) - Senior A Class	Second Place	1
		The 4th Guangdong - Hong Kong-Macao Greater Bay Area Music Competition - Secondary - Piano	Champion	1
		The 8th Asia Aegean Sea Music International Competition - Hong Kong & Macau Preliminary Round - Piano Sonata Class	First Prize	1
		Youth and Children Chinese Music Festival 2024 - Zheng (Teen Section)	Gold Award	1
		大灣區國際藝術表演大賽（決賽）- 青少年組	金獎	1
		大灣區國際藝術表演大賽（總決賽）	優秀選手	1
		第四屆德布西國際鋼琴比賽 - 香港區預賽 - 少年A組	冠軍	1
		華人菁英盃- 高中組（聲樂）	第一名	1
	Visual Arts	Construction Industry Council — Construction Industry Poster Design Competition	Bronze Award	1
		Hong Kong Arts Exchange Association — Asia Youth & Children Arts Festival Arts Competition	Bronze Award	1
		Hong Kong Cultural and Creative Industrial — Halloween Digital Art Competition	Silver Award	1
		Hong Kong Quality Assurance Agency — The 17th “My Dream Home” Writing, Photo, Video, Drawing and Poster Design Contest (Video Section)	Merit Award	1

		Hong Kong Society for Education in Art — Grantham Visual Arts Awards	Scholarship Award	1
		Hong Kong Visual Arts Activity Society — World Sight Day Painting Competition	Gold Award	1
		International Gifted Education and Art Association — See You in London Youth Art Competition 2025	Gold Award	1
		International Youth Arts & Cultural Centre — Design Your Own Card Case Competition 2025	Champion	1
		Joy In Art — Joy In Art Watercolour Open Exhibition 2025	Selected to Exhibition	1
		Linking Hearts Bridging Communities Photography Contest 2024	Secondary Section Top 20	1
		Morehead State University — Kentucky International Youth Arts Competition USA	Gold Award	1
			Silver Award	1
		SMS Schweizer Malschule — Certificates of Switzerland Visual Arts Grading Examination 2024	Distinction	1
		Superior Culture — Tranquil Photography Contest 2025	Silver Award	2
		Youth & Children's Music Art Association — 3rd Hong Kong Youth and Children's Painting Contest - Delicious Food Category	2nd Runner-up	1
		中國兒童中心 — 第二十八屆全國中小學生繪畫書法作品（繪畫類）	一等獎	1
			二等獎	1
		亞太優才發展協會 — 第三屆全港硬筆書法大賽 2024（中文硬筆中學組）	金獎	2

		香港大公文匯傳媒集團 — 第八屆香港青少年書法大獎賽	優異獎	1
		香港宋慶齡基金 — 金筆獎全港中小學中文硬筆書法比賽 2025	優異獎	1
		香港青年協會 — 第九屆徐悲鴻盃國際青少年兒童美術比賽	優異獎	1
		香港青年協會 — 第九屆徐悲鴻盃國際青少年兒童美術比賽（西洋畫系）	一等獎	1
Chinese Language	Chinese Debating	「平等機會盃」中學校際辯論比賽	亞軍	1
		「平等機會盃」中學校際辯論比賽	決賽最佳辯論員	1
		世界中學生華語辯論公開賽	亞軍	1
		世界中學生華語辯論公開賽冠中冠	季軍	1
		中學辯論比賽 2024「馮壽如盃」	亞軍	1
		模擬法庭 公義教育計劃 24-25	季軍	1
		第二屆大灣區中學生華語辯論賽	全程最佳辯論員	1
			冠軍	1
	Chinese Speech/ Public Speaking	新界校長會主辦全港中學校際演講比賽 2024(上學年獎項)	乙等獎	1
		第 27 屆全港中小學普通話演講比賽 2025	九龍區初中組優異星獎	2
			九龍區初中組冠軍	1
			九龍區初中組季軍	1
			九龍區初中組最佳語音面貌表現獎	1
			九龍區高中組優異星獎	2
			全港總決賽冠軍	1

		第七十六屆校際朗誦節	二人朗誦 / 季軍	2
			散文獨誦(普) / 亞軍	2
			散文獨誦(普) / 冠軍	4
			散文獨誦(普) / 季軍	1
			散文獨誦(粵) / 冠軍	2
			詩詞獨誦(普) / 亞軍	6
			詩詞獨誦(普) / 冠軍	1
			詩詞獨誦(普) / 季軍	2
			詩詞獨誦(粵) / 亞軍	3
			詩詞獨誦(粵) / 冠軍	1
			詩詞獨誦(粵) / 季軍	3
		第十六屆中華挑戰盃全港人才藝術朗誦大賽	普通話古詩組亞軍	1
			普通話古詩組冠軍	1
			普通話散文組亞軍	1
			普通話散文組季軍	1
		香港中文大學中文演講比賽 2025 中小學邀請賽	中學組冠軍	1
		香港少兒藝術盃 HKCAPC(2024)第八屆全港學校朗誦點評賽	中學三、四年級普通話散文朗誦女子組冠軍	1
			中學三、四年級普通話詩詞朗誦女子組冠軍	1
			中學五、六年級普通話散文朗誦女子組冠軍	1
			中學五、六年級普通話詩詞朗誦女子組冠軍	1
			傑出主持人	2
	Chinese Writing	「華夏博覽」看今朝	優秀學員	1

		2023-2024 中國中學生作文大賽(香港賽區)(上學年獎項)	初中優異獎	5
			高中優異獎	4
		2024-2025 中國中學生作文大賽	旭日文學之星	1
		2024-25 年全國青少年語文知識大賽「菁英盃」	初賽三等獎	4
			初賽二等獎	1
			決賽三等獎	2
			決賽二等獎	1
			總決賽三等獎	2
		GAPSK 中小學普通話水平考試	中學組 A 成績	1
		中文狀元挑戰計劃 2024-25(第一期)	中文狀元高級組	1
		招商局主辦招商局少年作家班	優秀學員	8
		第一屆「招商杯」心繫家國・舟遊香港研學競賽	銅獎	3
		第十八屆聯校文學創作比賽	公開組對聯冠軍	1
			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
			初級組新詩冠軍	1
			高級組微型小說冠軍	1
			高級組微型小說季軍	1
			高級組散文亞軍	1
		粵港澳大灣區「品德情意，經典詠志」教學發展研究計劃徵文與微視頻比賽	初中微視頻一等獎	1
			初中微視頻二等獎	2
			初中組徵文三等獎	4
			初中組徵文二等獎	2
			初中組徵文優異獎	11

		美荷樓香港精神學習計劃「兩代情」徵文比賽	優異獎	1
English Language	English Speech	Once Upon a Book Storytelling Competition 2024-2025	Live Unplugged Finalist	1
	English Debating	UNESCO Hong Kong Association UNSDGs Debating Competition 2024-2025	Second Runner-up	3
	English Speech	21st Century Cup English Speaking Competition	Final Round Entrant	1
		76th Hong Kong Schools Speech Festival	3rd Place Solo Verse Speaking-3rd Place	1
			Dramatic Duologue-1st Place	2
			Form 1 Choral Speaking-1st Place	46
			Form 1 Choral Speaking-3rd Place	48
			Form 2 Choral Speaking-1st Place	47
			News Feature Presentation-1st Place	1
			News Feature Presentation-2nd Place	3
			News Feature Presentation-3rd Place	2
			Solo Prose Reading-2nd Place	3
			Solo Prose Reading-3rd Place	3
			Solo Verse Speaking-1st Place	3
			Solo Verse Speaking-2nd Place	3
			Solo Verse Speaking-3rd Place	5
		Time to Talk Public Speaking Competition organised by the NET Section, EDB	Second Runner-up	4
	English Writing	Frank Martin Prize Book Award	Winner	1
		Harvard Book Prize	Winner	3
		HKFYG English Speaking Contest 2025	Commendation Award for School Participation	1
			District Finalist	1

		Hok Yau Club Student Top 10 News Election Writing Competition	Junior Form Champion	1
			Junior Form Final Round Entrants	3
			Senior Form Final Round Entrants	3
			Senior Form First Runner-up	1
		Hong Kong Budding Poets (English) Award 2024/25	The Outstanding Student Poet Awards - Gold Prize	2
			The Poet of the School Award	1
		Hong Kong Young Writers Awards 2025	Honourable Mention	5
		Pegasus Cup 2024-2025 Hong Kong Chinese and English Writing Competition	First Runner-up	1
		The 21st Biliteracy and Trilingualism Composition and Speech Competition	Outstanding Award (Senior English Section)	1
			Outstanding School Award	1
		The Hong Kong Polytechnic University Short-Essay Writing Competition for Secondary School Students	Bronze	2
			Gold	1
			Merit	1
			Silver	1
		The SCMP “Brush Up Your Creativity!” Oral Health English Writing Competition	First Runner-up	1
			Second Runner-up	1
		The Standard- the 12th English Writing Competition	Writer Award (Junior) - Grand Champion	1
			Writer Award (Senior) – First Runner Up	1
			Writer Award (Senior) – Merit	2
English Language	English Drama	Hong Kong Schools Drama Festival	Adjudicator's Award	1

			Award for Outstanding Cooperation	17
			Award for Outstanding Director	2
			Award for Outstanding Performer	4
			Award for Outstanding Script	11
			Award for Outstanding Stage Effects	4
		The Association of English Medium Secondary School Drama Fest	Outstanding Creativity	37
Foreign Language	Japanese	Society of Japanese Language Education Hong Kong - Scholarship for Senior Secondary Japanese Language Subject Students in 2023-2024 (only three students are awarded and each student receives HKD\$3,000)	Scholarship	1
		Society of Japanese Language Education Hong Kong - Group Project Award for Senior Secondary Japanese Language Subject Students in 2023-2024 (only two groups are awarded and each group receives HKD\$6,000)	Group Project Award	3
Humanities	Economics	Consumer Council Smart Consumption Academy Case Competition 2024/2025	2nd runner-up (Senior section)	1
			Certificate of Appreciation (Senior section)	2
			Outstanding Award (Senior section)	4
			The Best Creative Media Award (Senior section)	2
			The Best Presentation Award (Senior section)	1
		HKSAR Education Bureau Economic Infographic Challenge 2024/2025	Champion	1

			Economic, Business and Technology Theme Award	1
	Geography	Green Power CLEAN UP THE WORLD IN HONG KONG Reels Challenge Contest 2024	金獎 Gold Award	1
	History	Learn from Museums - Novice Curator Training Programme 2024	Certificate of Merit	4
Leadership/ All-round development	External Scholarships	Hong Kong Extra-curricular Activities Masters' Association -- Outstanding Student Award	Winner	1
		Hong Kong Playground Association The 2025 Hong Kong Outstanding Teens Election	Outstanding Teens	1
		Hong Kong Sheng Kung Hui Welfare Council Social Care Scholarship 2024-2025	Winner	1
		Kiwanis Club of Hong Kong Community Services Award 2024	Winner	2
		LINK 20th Anniversary Outstanding Student Scholarship	Shortlisted (first 30)	1
		SCMP Student of the Year Awards 2025 Community Services	Top 3	1
		SCMP Student of the Year Awards 2025 Grand Prize	Top 3	1
		SCMP Student of the Year Awards 2025 Linguist (Putonghua)	Shortlisted	1
		SCMP Student of the Year Awards 2025 Performance Arts	Top 3	1
		SCMP Student of the Year Awards 2025 Scientist & Mathematician	Shortlisted	1
		SCMP Student of the Year Awards 2025 Sports person	Shortlisted	1

		The 17th Kowloon Region Outstanding Student Award (Junior)	Winner	1
		The 17th Kowloon Region Outstanding Student Award (Senior)	Winner	1
		Youth Arch Foundation Hong Kong Outstanding Students Award	Shortlisted	3
		大灣區優秀學生推選 2025	初中組冠軍	1
Mathematics	Mathematics	「華夏盃」全國數學奧林匹克邀請賽 2025 全國總決賽	三等獎	1
			二等獎	2
		Hong Kong Mathematical High Achievers Selection Contest 2024-2025	2nd Class Award	1
			3rd Class Award	4
		International Mathematical Olympiad Preliminary Selection Contest - Hong Kong 2025	Bronze Award	1
		Mathematics Book Report Competition for Secondary Schools (2024/25)	Appreciation Award	2
			Second Class Prize	2
Physical Education	Sports- Group	All HK Schools Football Competition 2024-2025	Football-1st	1
		All HK Schools Jing Ying Cross Country Tournament 2024-2025	Cross-country-1st	1
		All Hong Kong Inter-school Rugby Sevens Competition	Rugby Sevens-Senior: 3rd Junior: 10th	1
		All Hong Kong Inter-Secondary School Softball Competition 2024-2025	Softball-1st	1
		All Hong Kong Inter-Secondary Schools Hockey Competition 2024-2025	Hockey-1st	1

		All Hong Kong Inter-Secondary Schools Life Saving Competition 2024-2025	Life-saving-2nd	1
		All Hong Kong Schools Jing Ying Athletics (Team) Tournament 2024-2025	Athletics-3rd	1
		All Hong Kong Schools Jing Ying Basketball Tournament 2024-2025	Basketball-1st	1
		All Hong Kong Schools Jing Ying Handball Tournament 2024-2025	Handball-3rd	1
		All Hong Kong Schools Jing Ying Volleyball Tournament 2024-2025	Volleyball-1st	1
		BOCHK Bauhinia Bowl Award 2024-2025 - Girls Schools	Awardee	1
		BOCHK Rising Star Award 2024-2025 - Girls Schools	Awardee	1
		HK Island & Kowloon Secondary Schools BOCHK Competition - Indoor Rowing Cup 2024 - 2025	Indoor Rowing-2nd	1
		HK Island & Kowloon Secondary Schools Competition - BOCHK Tenpin Bowling Cup 2024 – 2025	Tenpin Bowling-3rd	1
		Hong Kong Island and Kowloon Secondary Schools Competition - BOCHK Archery Cup 2024-2025	Archery-4th	1
		Hong Kong Island and Kowloon Secondary Schools Competition - BOCHK Beach Volleyball Cup	Beach Volleyball-1st	1
		Inter School Badminton Competition 2024-2025	Badminton-2nd	1
		Inter School Cross Country Competition 2024-2025	Cross Country-1st	1
		Inter School Fencing Competition 2024-2025	Fencing-2nd	1
		Inter School Handball Competition 2024-2025	Handball-1st	1
		Inter-school Athletics Competition 2024-2025	Athletics-3rd	1
		Inter-School Basketball Competition 2024-2025	Basketball-1st	1

		Inter-School Netball Competition 2024-2025	Netball-4th	1
		Inter-School Squash Team Competition 2024-2025	Squash-2nd	1
		Inter-School Swimming Competition 2024-2025	Swimming-2nd	1
		Inter-School Table Tennis Competition 2024-2025	Table Tennis-2nd	1
		Inter-School Tennis Competition 2024-2025	Tennis-2nd	1
		Inter-School Volleyball Competition 2024-2025	Volleyball-1st	1
		Jockey Club Futsal Cup	Awardee	1
		Jockey Club Futsal Cup	Best Player Award	1
		Wofoo 7-a-side Girls Football Cup	Awardee	1
	Sports-individual	BOCHK Bauhinia Bowl Outstanding Athlete Award 2024-2025	Netball	1
			Swimming	1
			Volleyball	1
		BOCHK Bauhinia Bowl Outstanding Athlete Award 2024-2025	Badminton	1
			Indoor Rowing	1
		BOCHK Rising Star Athlete Award 2024-2025 - Division One	Volleyball	1
		Grantham Outstanding Student Athlete Awards 2024 - 2025 (HK Island & Kowloon Region)	3x3 Basketball	1
			Softball	1
		Grantham Outstanding Student Athlete Awards 2024 - 2025 (HK Island & Kowloon Region)	Badminton	1
			Basketball	1
			Fencing	1
			Netball	1
			Table Tennis	1

			Ten Sport Excellence Award	1
			Volleyball	1
		Heep Yunn School Athletes of the Year 2024-2025	Archery	1
			Athletics	1
			Badminton	1
			Basketball	1
			Beach Volleyball	1
			Cross-country	1
			Fencing	1
			Football	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
Science	Biology	International Biology Olympiad - Hong Kong Contest 2024	Silver Award	1
		The Hong Kong Brain Bee Competition 2025	Creditable performance	1
			Good performance	1

			Participation	2
	Chemistry	Hong Kong Student Science Project Competition	Best Potential Award (最具潛質獎)	5
	Junior Science/ Science & Technology	27th Hong Kong Youth Science & Technology Innovation Competition (Senior Chemistry and Material Category)	Excellence Award	3
		bE inspired! Shaping Our City Tomorrow Competition 2024-25	Merit Award	2
		CUHK Green Innovation Competition 2025	Best Innovation Award & Third Place in Most Popular Design Award	2
		Hong Kong Science Fair 2024-2025	Merit Award	6
		Hong Kong Student Science Project Competition 2025 (Junior, BioChemistry, Investigation Category)	Champion	3
		Hong Kong Student Science Project Competition 2025 (Junior, Phy-Engineering, Invention Category)	Honourable Mention	4
		Hong Kong Student Science Project Competition 2025 (Senior, BioChemistry, Investigation Category)	Best Potential Award	5
			First runner-up, Social Innovation Award & Sustainability Award	4
		International Junior Science Olympiad (Hong Kong Screening)	Second Class Honours	3
			Third Class Honours	1
		JPC Innovation and Technology Competition 2024-25	Outstanding Performance Award & Best Safe City Award	2
		S. T. Yau High School Science Award (Asia), Biology Category	Honourable Mention	3
		The 3rd Greater Bay Area AI & Tech Innovation Challenge (InnoBot 2024)	Grand Silver Award	5

		World Science, Environment and Engineering Competition 2025	Gold Medal Award (Environment Category) & MIICA Special Award	4
Service	Girl Guides	The Grantham Uniformed Youth Groups Outstanding Service Award 2024-2025 (funded by "Grantham Scholarships Fund")	The Grantham Uniformed Youth Groups Outstanding Service Award 2024-2025	1
		The Hong Kong Girl Guides Association	Lady Jane's Guide Award	1
		The Hong Kong Girl Guides Association - Outstanding Girl Guide Award 2025	Outstanding Girl Guide	3
	Voluntary Services	Chief Scout's Award	Awardee	1
		Community Youth Club Member Merit Award Scheme	First Honour Level (Red Star Honour Badge)	1
			Second Honour Level (White Star Honour Badge)	1
		Community Youth Club Outstanding Member Election	Outstanding Member	1
		CUHK Eye Learn I. Care program	Bronze Award	1
			Certificate of Appreciation	30
		CUHK Jockey Club Myopia Prevention Programme	Certificate of Appreciation	27
		Heep Yunn School Volunteer Service Award	Bronze Award	60
			Gold Award	9
			Silver Award	12
		Kiwanis International - Community Service Award	Outstanding and Distinguished Community Service and Leadership	2
		Sham Shui Po Volunteer Service Award	Bronze Award	1
		The 23rd Tsuen Wan Kwai Tsing Volunteer College Volunteer Training Programme	Certificate of Appreciation	1

		The Grantham Uniformed Youth Groups Outstanding Service Awards 2024-2025 (Scout)	Awardee	1
		The HKFYG "Easy Volunteer" Volunteer Service Award 2024-2025	Gold Award	1
		Youth Impact Award 3.0	Bronze Award	4
			Silver Award	3
		啟德青年日誌 2024-2025	嘉許狀	2
		第三屆愛心行動獎	嘉許狀	4
		第二屆「跨代・承傳愛」全港短片募集暨播送 關懷行動	嘉許狀	6
		香港優秀學生公益及社會服務獎	優異服務獎	1
			優良服務獎	1
Technology	BAFS	"Project M2 Joint School Kahoot! Financial Knowledge Contest"	Top 30 Winner	3
		「走到社區學理財」2025 網上問答比賽 (高中組)	一等獎	1
			特別獎	10
		Financial Management Short Film Competition	Certificate of participation	5
		Financial Planning Challenge Short Film Creation 2025	Merit Award	8
			Outstanding School Award	1
			Silver Award	5
		Project M2 Joint School Kahoot! Financial Knowledge Contest	Champion	1
			Top 30 Winner	6
	ICT	AI Quiz Competition for Secondary School Students 2025	Silver Award	1
			The Best AI Award	1
		CityU Database Mini Competition	Silver Award	3

CHAPTER 4: Financial Summary

FINANCIAL SUMMARY FOR SCHOOL YEAR 2023-24

(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)	66.3%	N.A.
School Fees	N.A.	29.9%
Donations	N.A.	0.5%
Other Income	1.5%	1.8%
Total	67.8%	32.2%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	73.8%	
Operating Expenses (including those for Learning and Teaching)	12.0%	
Fee Remission / Scholarship	9.8%	
Repairs and Maintenance	1.5%	
Depreciation	2.9%	
Total	100.0%	
Surplus for the School Year [#]	0.54 month of the annual expenditure	
Accumulated Surplus / Deficit in the Operating Reserve as at the End of the School Year [#]	8.33 months of the annual expenditure *	
[#] in terms of equivalent months of annual overall expenditure		

*Personal Development Programmes 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 (2024-25)

No.	Purpose	Donor	Amount in HKD
<i>Donation Received</i>			
1	Donation for Library Use	Mrs. Lucia Annear	\$ 969.30
2	Donation for Basketball Team	Mr. Joseph Cheung	\$ 30,000.00
3	Donation for General Purpose	Prof. Yuen Hoi Kau	\$ 5,000.00
4	Donation for Basketball Team (General Use)	Ms. Chow Yin Yung Esther	\$ 50,000.00
		Sub-total	\$ 85,969.30
<i>Scholarships Received</i>			
5	Dr. Gallant Ho Scholarships	Gallant Ho Charities & Public Well-being Services (H.K., P.R.C.) Ltd.	\$ 210,000.00
		Sub-total	\$ 210,000.00
		Grand total	\$ 295,969.30

Report on the Use of Capacity Enhancement Grant (2024-25)

Income:

Grant for 2024/ 2025:	\$ 753,000
Grant adjustment:	\$ 14,307
Total:	\$ 767,307
Expenditure:	
2 Administrative Officers:	\$ 907,440

Balance (\$ 140,133)

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 administrative officers were employed to shoulder part of the administrative work of teachers.

Report on Diversity Learning Grant (DLG) – Other Programmes (OP): Gifted Education (2024-25)

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 2024 to May 2025)	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.	\$30,400
New sports experience programme	To diversify students' experience in sports to new types of sports such as kayaking, indoor triathlon, and rock climbing	45 students taking PE as HKDSE elective, and other self-nominated students	2 afternoons in Feb/Mar 2025	Demonstration in exams and Pre-S1 orientation programmes	1. The programme was conducted by current teachers in the PE Department. No extra cost was incurred. 2. The programme can be continued in the next school year with current manpower. It will no longer be included in the DLG plan.	\$0
Visual Arts design workshops	To give students an opportunity to develop an interest in graphic, fashion and	30 students taking Visual Arts as an HKDSE elective	Nov 2024 and Feb 2025	Individual design portfolios at the end of the	1. The participants were very positive about the workshop as reflected in evaluation surveys. 2. The works of participants are collected and stored digitally on a Google Drive. Current	\$24,070

	packaging design	subject and other self-nominated students		workshop for display and publish in school magazine	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.	
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	24 Jan 2025	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. 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.	\$15,624

Report on the Use of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2021-25)

1. Background:

In accordance with Education Bureau Circular Memorandum No. 83/2021 dated 2nd June 2021, the Education Bureau announced the provision of a One-off Grant of \$300,000 to support the implementation of the Senior Secondary Subject Citizenship and Social Development (CS Grant). Initially allocated for a three-year period, the grant was extended for an additional year as stated in Education Bureau Circular Memorandum No. 174/2023 dated 25th September 2023.

2. Objectives of the Grant set out by EDB:

The grant specifies uses in four areas:

1. develop or procure relevant learning and teaching resources (including multi-media and e-learning resources), mobile applications and software, as well as reference materials for CS;
2. subsidise students and teachers to participate in Mainland interflow activities or study tours relating to the curriculum of CS;
3. organise school-based learning activities for enhancing the learning and teaching effectiveness of CS;
4. organise or subsidise students to participate in joint-school / cross-curricular activities relating to the curriculum of CS conducted in Hong Kong or in the Mainland to promote interchange and dissemination of good practices.

3. Planning Principles set by School

It has been decided by the school that the use of the grant should:

- focus on experiential learning through exchange programs and study tours;
- prioritize cross-KLA and cross-subjects activities;
- balance themes to enrich students' understanding of the culture, history, and development of our country.

4. Summary of the use of the Grant:

- Due to pandemic-related disruptions, only a small portion of the grant was utilised in the 2021-2022 school year.
- In alignment with the planning principle, the majority of the grant was used to support students' participation in cross-curricular activities in Hong

Kong and Mainland China. In Hong Kong, two activities were organized in collaboration with the Geography, History, and Tourism and Hospitality Studies departments, focusing on cultural heritage and its potential development. In Mainland China, three activities were conducted in collaboration with the Chinese History, Chinese Literature, Biology, Geography, and Tourism and Hospitality Studies departments. These included a study tour to Shanghai and Nanjing, highlighting key events in modern Chinese history, and a tour to Chengdu, exploring Sichuan's physical and biological landscape as well as its rich literature and history.

- A total of \$291,715.20 was spent, with an unspent balance of \$8,284.80 returned to the EDB. This financial report was submitted to the EDB on September 26, 2025.

5. Financial Summary of the use of the Grant (2021-2025):

		2021-2022	2022-2023	2023-2024	2024-2025	Total
1	Developing or procuring relevant learning and teaching resources	\$ 1,784	\$ 3,850	\$531.2	\$3,083.1	\$9,248.3
2	Subsidising students and/or teachers to participate in Mainland interflow activities or study tours relating to the CS curriculum	/	/	\$ 1,170 (Subsidises for Form 4 and Form 5 CS Study Tour)	\$3,300 (Subsidies for Form 4 CS Study Tour)	\$4,470.0
3	Organising school-based learning activities relating to the CS curriculum	/	\$ 18,581 (Cultural Heritage Trip to Ngong Ping and Tai-O)	\$ 39,800 (2D1N Hong Kong Rural Village Heritage Camp at Kuk Po)	/	\$58,381.0
4	Organising or subsidising students to participate in joint-school / cross-curricular activities relating to the CS curriculum held in Hong Kong	/	\$ 25,600 (Subsidised students and	\$ 96,233.81 (Subsidised a 4-day study visit to	\$ 97,782.09 (Subsidised a 4-day study visit to	\$219,615.9

	or in the Mainland		teachers to participate in a mainland interflow activities co-organised with the Chinese Debating Team)	Shanghai and Nanjing from 12 th July 2024 to 16 th July 2024 co-organised with the Chinese History department)	Chengdu and the Giant Panda National Park from 11 th April 2025 – 15 th April 2025)	
	Total expenditure					\$291,715.2
	Unspent balance return to EDB					\$8,284.8

Report on School-based After-school Learning and Support Programmes (2024-25)

Name of School: Heep Yunn School

Staff-in-charge: Miss Mandy Leung

Contact Telephone No.: 27110862

The number of students (count by heads) benefitted under the Grant is 11 **(including A . _2_ CSSA recipients, B, 7 SFAS full-grant recipients and C. 2 under school's discretionary quota).**

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

*Name / Type of activity	Actual no. of participating eligible students #			Average attendance rate	Period/Date activity held	Actual expenses (\$)	Method(s) of evaluation (e.g. test, questionnaire, etc)	Name of partner/ service provider (if applicable)	Remarks if any (e.g. students' learning and affective outcome)
	A	B	C						
Language- Foreign Language Class- Spanish	0	0	1	100%	September 2024 to August 2025	\$3,500.00	Summative and formative assessments	HKU SPACE	
Cultural- Instrumental Class	0	0	1	100%	September 2023 to August 2024	\$ 2773.41	Teachers' observation and feedback		
Cultural- Chinese Orchestra	0	2	0	100%	September 2024 to August 2025	\$ 7,600.00	Teachers' observation and feedback		
Cultural- Band	0	1	0	100%	September 2024 to August 2025	\$ 3152.47	Teachers' observation and feedback		

Sports- Basketball Training	1	2	0	100%	September 2024 to August 2025	\$ 13,594.12	Teachers' observation and feedback		
Sports- Bowling Training	1	1	0	100%	September 2024 to August 2025	\$ 3,180.00	Teachers' observation and feedback		
Sports- Table Tennis Training	0	1	0	100%	September 2024 to August 2025	\$ 8,400.00	Teachers' observation and feedback		
Learning Skills- Maths Olympiad	2	1	1	100%	September 2024 to August 2025	\$5,200.00	Teachers' observation and feedback		
No. of activities: 8									
No. of man-times	4	8	3		Total Expenses	\$47,400.00			
**Total no. of man-times	15								

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

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

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

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

Project Effectiveness

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

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

Report on the Use of Student Activities Support Grant (2024-25)

2024-2025 School Year Report on the Use of the Student Activities Support Grant							
Heep Yunn School							
I. Financial Overview							
A	Allocation in the Current School Year:	\$35,100.00					
B	Expenditure in the Current School Year:	\$35,100.00					
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	3	\$12,035.00					
Full-grant under the School Textbook Assistance Scheme	7	\$18,548.29					
Meeting the school-based financially needy criteria	5	\$4,516.71					
		(capped at 25% of the total allocation for the school					

			year)						
Total	15	\$35,100.00	(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 ü 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. <u>Local</u> 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	Big Sister Scheme Training Camp	Leadership Training	2	\$360.00	Y				
2	Bowling Interest Class	Physical Education	1	\$300.00	Y		Y		
3	Bowling Training	Physical Education	2	\$2,070.00	Y		Y		
4	English Debating	English Language	1	\$385.00	Y	Y			

	Training								
5	Fencing Training	Physical Education	1	\$863.20	Y		Y		
6	Orchestra Camp	Arts (Music)	2	\$1,320.00	Y		Y		
Expenses for Category 1			9	\$5,298.20					
2. <u>Non-Local</u> activities: To subsidise students with financial needs to participate in non-local exchange activities or non-local competitions									
1	Chengdu Study Tour	Cross KLA	1	\$4,000.00	Y	Y			
2	Dongguan Basketball Training Tour	Physical Education	3	\$12,000.00	Y		Y		
3	French Exchange Programme	Cross KLA	1	\$3,973.29	Y	Y			
4	Vienna Orchestra Tour	Arts (Music)	3	\$8,150.00	Y		Y		
5	Thailand Volleyball Training Tour	Physical Education	1	\$1,678.51	Y		Y		
Expenses for Category 2			9	\$29,801.80					
3. To subsidise students with financial needs to purchase basic and essential learning materials and equipment for participating in life-wide learning									

activities									
1	/								
Expenses for Category 3			0	\$0.00					
Total			18	\$35,100.00					
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):			Mandy Leung, Education and Student Welfare Officer						

Report on Life-Wide Learning Grant (2024-25)

1	Service-Learning Education for F.4	\$ 241,947
2	English Literature cum Drama Group Drama Appreciation	\$ 2,328
3	Visual Arts - Ipad Drawing Procreate Intensive Class	\$ 16,100
4	Chinese Literature Movie Appreciation	\$ 323
5	Biology Field Trip	\$ 2,550
6	Geography Field Trip	\$ 4,000
7	Photography Team and Audio-Visual Team Training Camp	\$ 984
8	Dance Group Workshop	\$ 2,600
9	Choral Camp	\$ 1,870
10	Artist-in-Residence Programme 2025 (Choir)	\$ 10,500
11	School Choir Advancement Programme 24/25	\$ 30,000
12	French Study Tour	\$ 28,162.31
13	Full Orchestra Vienna Tour	\$ 131,092.17
14	Summer Retreat Camp	\$ 15,457.14
15	Chinese Debating Team Dongguan Competition	\$ 10,910.17
16	Visiting Sister School in Macau	\$ 4,149.59
17	PTH Debating Team Zhuhai Asian Cup Competition	\$ 24,740.53
18	Volleyball Team Chinese Mainland Training	\$ 14,386.20
19	Badminton Team Chinese Mainland Training	\$ 12,970.10
20	Football Training	\$ 1,081.67
21	Basketball Team Chongqing Trip	\$ 7,301.44
Total		\$ 561,125

Report on the Use of the “One-off Grant for Mental Health at School” (2023-2025)

Our school has spent the Grant on the following:

	Area	Actual Expenses (\$)
i.	Organising activities and programmes related to enhancing the mental health of students and teachers	5,434.50
ii.	Providing support services related to enhancing the mental health of students and teachers	48,470.00
iii.	Designing and producing school-based learning and teaching resources related to mental health	/
iv.	Purchasing items, furniture and equipment to enhance the mental health of students and teachers	5,970.00
v.	Others (please specify): Purchasing mental-health related Teachers’ reference	86.40
	Total Expenditure	59,960.90
	Unspent Balance	39.10

Report on “AI for Science Education” Funding Programme
2024-2025 s.y.

Amount of Funding Received: \$100,000

Expenditure Items (As at 31 Aug 2025)	Expenditures (\$)
Arranging for science teachers to enrol in short courses (including seminars and workshops) related to AI-assisted teaching	48,000

As at 31 Aug 2025, the “AI for Science Education” funding has an unspent balance of \$52,000.

姊妹學校交流報告書 (2024/25 學年)

學校名稱：	協恩中學		
學校類別：	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.	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) (*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
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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
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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
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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
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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\$ 172000
N2	☐	在香港合辦姊妹學校交流活動的費用	HK\$ 0
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\$ 172500
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] 北京：希望明年可安排北京同學來港	
O2	☒	有關交流活動的形式/內容 [如適用，請註明] 廣州：可增加學生互動部分	

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	_____人次
P2	☒	本校學生到訪內地與姊妹學校交流的人次	186 人次
P3	☒	本校學生參與交流的總人次	180 總人次
P4	☒	本校教師參與交流的總人次	25 總人次
P5	☒	本校學校管理人員參與交流的總人次	4 總人次