School Report
2024-2025

United Christian College (Kowloon East)
滙基書院（東九龍）

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Foreword by the Principal

Dear Parents, Students, and Members of the UCCKE Family,

The school year 2024-25 marked the completion of our three-year School Development Cycle. It was a year where we continued to navigate evolving landscapes, finding that every challenge presented an opportunity for growth and learning – a true testament to the resilience and dedication of our students and staff. With God's grace guiding our path, we embarked on planned initiatives, made necessary adjustments, and consistently affirmed our belief that God is always in control, and our calling is to serve Him faithfully.

This past year, our school theme, **"Discern with Abounding Love,"** anchored our collective journey. In an era increasingly shaped by Artificial Intelligence, our task extended beyond merely processing information. We focused on cultivating the ability to **discern knowledge and insight in light of the Bible**, ensuring that our judgments and decisions were always guided by God's profound love. The theme Bible verse from **Philippians 1:9-10 (NIV) — 'And this is my prayer: that your love may abound more and more in knowledge and depth of insight, so that you may be able to discern what is best and may be pure and blameless for the day of Christ'** — served as a constant reminder for us all. It encouraged us to grow not just in intellect but also in compassion, understanding that true wisdom blossoms when infused with abundant love. We strived to create an environment where students could not only excel academically but also develop the moral compass needed to navigate a complex world with grace and truth.

Everything we undertook, from new projects to daily lessons, was steeped in earnest prayer and whole-hearted effort to create truly meaningful learning experiences for our students. Witnessing your happy faces as schemes and projects came to fruition brought us immense joy. And when circumstances called for flexibility and adjustment, we approached these moments with patience and a spirit of adaptation. These accumulated experiences, both successes and learning curves, have enriched us all and will undoubtedly serve as invaluable motivation for the years ahead.

As you read through this report, I hope you will join us in praising the Lord and giving thanks for His unfailing providence and blessings upon our School. I want to take this opportunity to express my heartfelt appreciation and gratitude: to my dedicated colleagues who worked tirelessly throughout the year; to our supportive parents who continually uphold the School; to our students who place their trust in us and allow us to walk alongside them; and to all KEians for your love, prayers, and unwavering support to our school community. I am certain that your rewards are being recorded in Heaven.

To God be the Glory!

Your Principal,

Dr. Cheng Kin Tak Samuel

1. Our School

1.1 School Motto

Understanding Truth
Pursuing God
Developing Diligence
Cultivating Virtue

1.2 School Badge

United Christian College (Kowloon East) was established through the unified efforts (circle) of three founding organizations (triangle):

OMS International, the Free Methodist Church and Schools for Christ Foundation. The Holy Spirit (flame), the Guide into all truth, must lead us in our search for knowledge. Our faith (shield on top) in Christ (cross on the shield) will be greatly rewarded (crown on top of shield).

1.3 Our Vision

Our vision is to provide students with quality holistic education grounded in the Love of God and Biblical principles.

1.4 Our Mission

We believe that every student is endowed with God-given potential and will succeed under proper guidance and training. Our mission is to help students identify and develop their God-given abilities and talents to their fullest so that they will become a person with faith, moral character, knowledge, culture and dreams in a caring environment. We trust that through the Christian dedication and professionalism of our teachers and the involvement of parents, students will confidently experience a balanced development, formulate life direction and goals, build a positive life view, strengthen lifelong learning, lay a solid foundation for further education, acquire a sense of social responsibility, and live a life according to God's will.

1.5 Our Core Values

God as the Centre
Integrity
Academic Excellence
Caring Community

1.6 Theme of the Year 2024-2025

School Theme: Discern with Abounding Love

Theme Verse: And this is my prayer: that your love may abound more and more in knowledge and depth of insight, so that you may be able to discern what is best and may be pure and blameless for the day of Christ. (Philippians 1:9-10 NIV)

2. Achievement and Reflection on Major Concerns

Our 2022-2025 school development cycle is one that builds on the foundation and strengths of the previous one, as well as a continuation and consolidation of areas requiring further development due to the constraints posed by the pandemic.

Regarding the nurturing of self-directed learners, strategies conducive to blended learning, Reading across the Curriculum (RaC) and stretching the learning capacity of more able students are implemented at school and subject levels in a progressive manner. Other than academic pursuit, vigorous efforts are made to promote positive values education that leads to healthy growth of students, as well as the development of a stronger sense of citizenship and national identity. With teachers playing a critical role in students' holistic growth, their professional development needs continue to be one of our major concerns. Through conducting action research, strengthening professional support for new teachers and middle managers, and adoption of differentiated appraisal system, teachers' capacity and competence in supporting students' learning, personal growth as well as leading subject/ functional group development would be enhanced.

The three major concerns aim to promote students' holistic and healthy growth, with the seven learning goals embedded in various parts of our work:

- National and global identity
- Breath of knowledge
- Language proficiency
- Generic skills
- Information literacy
- Life planning
- Healthy lifestyle

Through the planning – implementation – monitoring – evaluation/ reflection, planning cycle, we are confident that a greater impact on students' learning and holistic development will be witnessed through the adoption of effective strategies and measures.

2.1 Major Concern I: To further enhance the nurturing of self-directed learners

Objectives:

1. *To fully integrate the use of blended learning strategies to nurture students as self-directed learners*
2. *To enhance Reading across the Curriculum (RaC) and extensive reading to help students extend learning beyond lesson time*
3. *To further strengthen the learning capacity of the more able students through systemic differentiated instruction and pull-out enrichment opportunities*

2.1.1 Objective 1:

To fully integrate the use of blended learning strategies to nurture students as self-directed learners

Strategies and Progress:

We seek to fully integrate the use of blended learning strategies as a means to nurture self-directed learners.

Aims	Assessment tools to be implemented
1. To equip teachers with the skills necessary for effective use of AI tools through PD at school or subject level	• Varied PD exchange offered to teachers in relation to AI literacy • Enhanced understanding and mastery among teachers regarding the use of common AI tools • Extension of students' learning with the use of some common AI tools. • Students engage in learning activities that promote ideas exchange and co-creation • Effective and extensive use of e-learning platforms such as eClass/ Google Classroom/ Microsoft Teams/ OneNote in most of the subjects
2. Unleash the full potential of using e-learning platforms and flipped learning strategies skilfully and purposefully that consolidate the integration of online learning and face-to-face instruction more effectively and extensively	
3. To increase the efficacy of the use of innovative, interactive and collaborative pedagogies that promote ideas exchange and co-creation during L&T process	

AI-Enabled Professional Development

This year, the school leveraged AI to advance self-directed learning by delivering targeted PD that built teachers' AI literacy in a blended learning environment. Key sessions included:

- Sep 4, 2024 – Introduction to K12gpt, Google Gemini
- Jun 6, 2025 – Enhance FT's comments with AI tools
- Jun 12, 2025 – Use of 'Memo AI' to promote self-directed learning

These initiatives have begun to equip teachers with the knowledge and confidence to integrate AI tools within blended learning designs.

Impact on Teaching, Blended Learning, and Student Agency

Alongside staff development, students in History, English, Physics, Mathematics, and Chinese had opportunities to collaborate with AI. They extended their learning, critically evaluated AI-generated outputs, co-created products with AI, and received more personalised feedback—strengthening choice and agency within a blended learning environment.

Teachers' efforts in sharing and showcasing innovative pedagogies during the school's 15th Curriculum Celebration further demonstrate the progress achieved in this area. According to the KPM Teacher Survey, teachers reported frequently engaging students in active inquiry and knowledge construction inside and outside the classroom (3.99/5) and employing blended learning strategies to develop self-directed learners (3.9/5). Students also reflected positively on their learning experiences, with a KPM Student Survey score of 3.79/5 for learning through interactive or collaborative class activities and 3.6/5 for the effective use of e-learning platforms to enrich learning. Parents also reflected that the school is able to actively develop different teaching methods such as e-learning and self-regulated learning (4.1/5). These results underscore our progress in creating a conducive environment toward AI-informed, blended practices that foster self-directed learning.

Student Engagement and Digital Practices

Most students now effectively use OneNote, Teams, Google Classroom, and eClass for both face-to-face lessons and after-school learning, reinforcing self-directedness during preparation, in-class activities, and consolidation. Collaborative spaces in OneNote and tools such as Padlet are used across subjects to promote collaboration and co-creation, aligning with the principles of self-directed learning—time, content, place, and pace—within a coherent blended learning environment.

Reflection and Evaluation:

Building on this solid foundation, the school aims to further strengthen both teachers' and students' capacities to use AI and digital technology, with a focus on both the integration of and collaboration with AI to facilitate effective learning and teaching in the next developmental cycle, ensuring students are equipped as future-ready learners.

Framework on the digital competence at organizational, teacher and student level would be devised, policies on purposeful and ethical use of AI would be formulated and systematically implemented at both subject and school level. Resources will also be deployed to create an enabling environment to develop student agency and autonomy in face of this rapidly changing world.

2.1.2 Objective 2:

To enhance Reading across the Curriculum (RaC) and extensive reading to help students extend learning beyond lesson time

Strategies and Progress:

We seek to equip students as self-directed learners by means of facilitating Reading across the Curriculum (RaC) and extensive reading.

Aims	Assessment tools to be implemented
1. To enhance collaboration among KLAs for implementation of RaC	• Curriculum planning on the topics and skills covered in different disciplines • Co-planning of RaC tasks by the cross-subject core group members in at least 3 KLAs for both junior and senior forms • Cross-curricular reading tasks and activities in selected subjects in both junior and senior forms • Detailed plans, design and personnel in place for library renovation
2. To launch the construction of KE+, our future-ready library building project and further equip the library as a learning resource hub	

Facilitation of RaC

Fair progress has been made regarding the implementation of RaC, particularly in extending students' learning in subjects such as History, Chinese History, and certain NLC subjects. Through subject-integrated learning tasks and subject-related reading schemes, students have demonstrated enriched understanding and the ability to conduct more in-depth analysis of subject content.

Additionally, RaC was promoted beyond the classroom via activities such as Book Week and the 'RaC X Library Cozy Reading Hub', though the turnout for activities was not as high as expected.

Infrastructure preparation

Library construction has been making good progress. A total of four engagement exercises were conducted on Mar 26, 2025, Jul 3, 2025, Jul 4, 2025, Jul 10, 2025, to gather views from various stakeholders, including students, teachers, and parents, on the infrastructure, facilities, and design of the new 3-story library. Feedback collected during these sessions has been thoroughly analysed, and a preliminary design on the various purposes and zoning of library has been drafted to reflect the input and priorities identified by stakeholders.

The design emphasizes creating a modern, collaborative, and inclusive learning environment, aligning with global trends in educational infrastructure that support digital literacy, self-directed learning, and knowledge co-creation. Construction work is scheduled to commence in the Autumn Session of the 2025-26 school year.

Reflection and Evaluation:

Collaboration has been witnessed regarding the implementation of Reading across the Curriculum (RaC), which will be incorporated as a routine practice in the next developmental cycle for developing competent and confident biliterate language learners.

A greater variety of strategies, scaffolding tools and templates, such as the 'See-Think-Wonder' template from Visible Learning, could be adopted to better support students in navigating the reading process. Furthermore, the use of non-print texts, such as multimedia and digital resources, should be expanded to cater to diverse student preferences. The "One-off Grant for Promotion of Self-directed Language Learning (English Language)" could also be leveraged to develop and diversify reading resources and activities, cultivating a culture and atmosphere of reading for pleasure and academic purposes across the curriculum.

2.1.3 Objective 3:

To further strengthen the learning capacity of the more able students through systemic differentiated instruction and pull-out enrichment opportunities

Strategies and Progress:

We aim to extend the learning capacity of the more able students by means of differentiated instruction and provision of subject-based or interdisciplinary pull-out enrichment opportunities.

Aims	Assessment tools to be implemented
1. To extend the systemic use of differentiated instruction strategies to all forms to stretch students' learning capacity	• Subject-based policies and practices formulated and implemented • More able students in all forms engage in challenging tasks in most of the subjects • Enhanced provision of subject-based or interdisciplinary pull-out enrichment opportunities for more able students • Teachers gain practical ideas from the resources and PD exchange
2. To make good use of technology or AI for expanding the learning capacity of more able students	
3. To offer more able students subject-based or interdisciplinary pull-out enrichment opportunities	
4. To offer professional support and exchange on catering for more able students	

Differentiated instruction strategies were extended to all forms this year, with student work and pedagogies showcased at the 15th Curriculum Celebration on Jun 21, 2025. AI was also leveraged in selected subjects to generate extension materials for higher-attaining students and to enrich their learning under teacher guidance.

Across subjects, teachers implemented:

- Provision of accelerated, compact, and advanced materials to MAS
- Student choice of activities for learning core content
- Encouragement of creativity, higher-order questioning, and risk-taking
- Dedicated time for self-directed activities after core material is learned
- Self-checking materials with sufficient scaffolding
- Leveled/tiered tasks matched to readiness
- Student choice of final products to demonstrate learning

Outside class, these students engaged in numerous subject-based and interdisciplinary enrichment activities and competitions, particularly in Science, STEAM, Business, Chinese, and Humanities. They also shared their learning with peers during assemblies, including experiences from iGEM, F1 in School, JA Company Program, Wharton Investment Competition, and SciHuBus.

Reflection and Evaluation:

Efforts to stretch the potential of more able students remain a top priority as the school admits increasingly stronger intakes. Building on three years of achievements, the school is dedicated to cultivating an environment for gifted learners to reach their fullest potential. AI will be strategically integrated to support differentiated instruction and personalized learning, allowing teachers to tailor pedagogies, resources, and assessments to individual strengths. Enhanced training and coordination for interdisciplinary programs and competitions in Science, STEAM, Entrepreneurship, and Humanities will help students showcase and further extend their learning. These platforms will enable more able students to develop essential 21st century skills and thrive in competitive arenas. Through these targeted strategies, the school will nurture a stimulating, inclusive, and future-ready environment for its most capable learners.

2.2 *Major Concern II: To strengthen holistic positive values education in our school*

Objectives:

1. ***To strengthen students, teachers and parents' sense of ownership of the positive education conducive to positive development and wellbeing of students***
2. ***To implement a holistic and structured values education***
3. ***To prepare our students to become faithful person in the local community, nation, and the global context, as well as in God's Kingdom***

2.2.1 Objective 1:

To strengthen students, teachers and parents' sense of ownership of the positive education conducive to positive development and wellbeing of students

Strategies and Progress:

We empower students, teachers, and parents to take active ownership of positive education initiatives that foster students' holistic development and wellbeing through collaborative engagement and a supportive learning environment.

Aims	Assessment tools to be implemented
1. Organize PD sessions for teachers to empower them to implement positive education	• Shared vision in positive education is fostered among teachers and parents • Positive approach to communicate with students and colleagues • Positive education elements in selected subjects • Students' active engagement in student development activities and mutual appreciation • Mental Health activities launched by functional groups
2. Organize parents' talks and workshops to encourage them to embrace positive parenting style	
3. To embed positive education in selected subjects	
4. To strengthen positive values through student development activities collaborated by functional groups	

To promote positive education and strengthen the sense of ownership among students, teachers, and parents, a series of initiatives were implemented throughout the academic year. On Sep 27, 2024, a Parents' Talk on "Positive Parenting" was delivered by Ms. Viva Chan, an experienced social worker and member of the Hong Kong Parent Education Association. The session was attended by approximately 100 parents, who gained practical strategies on positive discipline, thereby enhancing their engagement in their children's wellbeing.

Gratitude Week, held from Nov 4 - 7, 2024, was a collaborative effort involving the L&S Faculty, Moral and Civic Education Team, Student Support Team, and Discipline & Counselling Team. Activities included booths where students could write gratitude cards and play interactive games, as well as informational displays on love languages and emotions curated by SINCE Concept. A concert was organised featuring performances by S.6 students, CVELTD, and UNISON.HK. Artist Anton Fung shared his personal experiences, and an organ recipient was invited to speak in the assembly, inspiring students to face life's challenges with positivity and resilience.

These activities successfully cultivated a culture of appreciation and emotional awareness across the school. It is recommended that future thematic weeks continue to focus on promoting wellbeing. All junior form students participated in Positive Education activities organised by the Moral and Civic Education Team. These included the use of "My Journal", "My VIA Journal", and "Mind-roaming Cards" during Form Periods. Additionally, an art therapist from SINCE Concept and a director facilitated reflections on short films about family and friendship. These practices helped teachers better understand students' emotional needs, fostered positive values, and supported the development of self-esteem.

To further reinforce positive interactions, a set of school-based scripture cards designed by an illustrator were used by teachers to engage with students. Moreover, some teachers continued to use VIA mutual appreciation cards during GLocal Week to encourage peer recognition and support.

Professional development sessions for teachers were held on Aug 19-20, 2025. Mr. Leung Pak Kin, Director of Breakthrough, encouraged teachers to walk alongside students in their growth journey. Mr. Pang Ching Hung and Ms Chan Bik Ling, authors and researchers, shared insights into the challenges faced by Hong Kong youth today. These sessions deepened teachers' understanding and empathy towards students, fostering a more supportive and nurturing school environment.

This year, we successfully strengthened the sense of ownership of positive education among students, teachers, and parents with the dedication and support by all stakeholders in fostering student wellbeing and positive development.

Reflection and Evaluation:

Our school has made significant strides in engaging all stakeholders in the development of positive education. A wide range of initiatives were implemented to cultivate a culture of wellbeing and character development among students, teachers, and parents.

Gratitude Week successfully promoted emotional awareness and a sense of gratitude across the school community. These efforts, supported by various positive education tools, created a nurturing and inclusive school atmosphere.

Overall, the collective commitment of all stakeholders has successfully embedded positive education into our school culture. Building on the success of our positive education journey, the next school development cycle will focus on enhancing students' physical, social, and emotional wellbeing. We will continue to engage stakeholders through structured programmes, experiential learning, and cross-disciplinary collaboration. Emphasis will be placed on strengthening resilience, promoting healthy lifestyles, and deepening emotional literacy to support holistic student development.

2.2.2 Objective 2:

To implement a holistic and structured values education

Strategies and Progress:

We integrate holistic and structured values education through school-wide practices that promote positive values in students' everyday learning experiences.

Aims	Assessment tools to be implemented
1. Develop values education teaching packages in selected subjects	• Values education teaching packages developed in selected subjects • Values education curriculum developed for junior forms • The hardware and software in the school campus are filled with positive values elements
2. Develop values education curriculum for junior forms	
3. To design and beautify the school campus fills with positive values atmosphere	

To implement a holistic and structured values education, various initiatives were integrated across the curriculum and school environment. Values education was clearly embedded in the teaching schemes of different subjects, with subject heads actively monitoring its implementation. Some subjects—such as Citizenship and Social Development (C&S), Life and Society (L&S), Chinese, and English Literature—took the lead in developing values education teaching packages, which will continue to be refined and enhanced in the coming year. In addition, the English Literature subject collaborated with History and Visual Arts to explore the value of peace, in commemoration of the 80th anniversary of the end of the Second World War. This cross-curricular approach deepened students' understanding of historical events and their relevance to contemporary values.

The Moral and Civic Education Team designed three editions of "My VIA Journal" for junior forms, each focusing on different character strengths: "Love of Learning and Kindness", "Spirituality and Self-regulation", and "Teamwork and Perseverance". These journals provided students with opportunities to reflect on their personal growth and appreciate their peers. The School Beautification Project was also successfully completed. "Little Half" postcards and "WuSoul" Bible verse posters were placed in all classrooms and floor-level toilets respectively. These visual elements, alongside the broader values education initiatives, contributed significantly to cultivating a positive and reflective school atmosphere, and were appreciated by both teachers and students.

Reflection and Evaluation:

Building on the foundation of structured values education, the school will be focusing on embedding values education into all aspects of school life. It is expected that more subjects will begin developing their own packages to further embed values education into classroom learning. Cross-curricular collaboration and experiential learning will be strengthened to deepen students' understanding of values. Visual and interactive elements will be further integrated into the school environment to reinforce positive messages and foster a values-rich culture.

2.2.3 Objective 3:

To prepare our students to become faithful person in the local community, nation, and the global context, as well as in God's Kingdom

Strategies and Progress:

We cultivate students' faithfulness by guiding them to serve with integrity and purpose in their local communities, nation, global society, and God's Kingdom through values-based education and meaningful engagement across diverse contexts.

Aims	Assessment tools to be implemented
1. Exchange with the two sister schools in Mainland	• The sense of national identity of students is strengthened • Students' deep reflection through GLocal Week, class services and exchange program • Students and teachers' sharing in assemblies and prayer meetings
2. Organize Mainland study tours collaborated by different subjects and functional groups	
3. Coordinate teachers and students' exchange with schools overseas	
4. Nurture students to be a responsible and faithful global citizen by service learning and exchange opportunities	

To nurture students as faithful individuals in their local community, nation, global context, and in God's Kingdom, a range of meaningful exchange and service experiences were organised throughout the year.

From Oct 10 to 14, 2024, Dr Cheng and three teachers visited Beijing Changping Mingxin School to gain insights into its vision, administration, curriculum, and student development programmes. Following thoughtful consideration, Mingxin School was confirmed as our third sister school in Mainland China. On Jan 16, 2025, the Principal, teachers, and 15 students from Mingxin School visited our campus, engaging in English and STEAM lessons, and joining our student ambassadors for a campus tour and lunch. A sister school contract signing ceremony was held on the same day, witnessed by teachers, parents, and students from both schools. Further strengthening the partnership, three teachers and 30 students visited Mingxin School from Jun 27 to Jul 1, 2025. Through this trip, students deepened their understanding of Chinese history and culture and participated in experiential learning activities with Mingxin's teachers and students.

In addition, three teachers joined an exchange trip to Guangzhou Huadong School from Mar 3 to 4, 2025, focusing on professional collaboration in English and STEAM subjects. Four students also took part in the 「繩動穗港澳，共迎全運會」 sports exchange event at Huadong School on Dec 11, 2024.

Beyond sister school exchanges, over 250 students participated in experiential learning trips to Guangzhou, Dongguan, Shenzhen, Nanjing, and Hangzhou, gaining a deeper appreciation of China's historical, cultural, economic, and technological development.

Globally, students explored and reflected on local and international issues during GLocal Week, which included ten overseas and ten local trips. These experiences enabled students to respond to the needs of minority groups and witness God's creation, with teachers and students sharing heartfelt moments of service and growth. Besides, the school-wide service campaign and class-based service projects focused on supporting underprivileged groups, including elderly centres, special schools, kindergartens, and missionary organisations.

Reflection and Evaluation:

According to KPM statistics, students' sense of national identity has shown notable improvement from 2022-23 to 2024-25 across key indicators (scores out of 5):

- Responsibility and obligations: 2.90 → 3.05
- Pride and love for the nation: 2.96 → 3.15
- Respect for the national flag and anthem: 2.92 → 3.11
- Sense of achievement: 3.05 → 3.21

These gains reflect the positive impact of targeted educational experiences designed to strengthen national identity. Our school has strategically advanced national and civic education through structured programmes, experiential learning, and meaningful exchanges. Sister school partnerships were revitalised and expanded. Teachers also benefited from professional exchanges focused on school management and pedagogical strategies, while students broadened their horizons and deepened their understanding of Mainland China through study tours. These collaborations enabled students to engage in cultural exchanges, joint activities, and immersive learning experiences, also enriched their knowledge of Chinese history, culture, and technological development. Moving forward, our school will continue to organise sister school exchanges and Mainland study tours to nurture responsible citizens with a strong sense of national identity.

Students explored local and global issues through classroom learning, service campaigns, GLocal Week, and post-exam trips, actively supporting underprivileged communities. Positive feedback from service users encouraged the Mission and Service Team to initiate further outreach, fostering civic responsibility, national pride, and global awareness.

Looking ahead, we aim to nurture Christ-centred, future-ready leaders who respond faithfully to community needs across local, national, and global contexts. Building on our success in national and civic education, we will deepen sister school collaborations, expand experiential learning, and embed leadership development into service programmes. Through cross-disciplinary engagement and faith-based reflection, students will be empowered to lead with integrity, compassion, and a global perspective.

2.3 *Major Concern III: To further facilitate the professional growth of teachers conducive to student's learning and personal growth*

Objectives:

1. *To make continual efforts in strengthening the professional capacity of teachers conducive to student's learning and personal growth*
2. *To further strengthen the professional growth of newly joined teachers and newly appointed middle managers*
3. *To further enhance the professional growth of teachers through the adoption of differentiated appraisal system*

2.3.1 Objective 1:

To make continual efforts in strengthening the professional capacity of teachers conducive to student's learning and personal growth

Strategies and Progress:

We facilitate teachers' professional growth and capacity in L&T as well as student development and equip them as reflective practitioners through conducting action research in all subject areas.

Aims	Assessment tools to be implemented
1. To translate the findings of the action research into daily pedagogical practice within the subject or across subjects, and facilitate cross-disciplinary exchange and sharing of the good practice in our professional learning community.	• Teachers find the in-house sharing insightful to L&T and / student development • Application of action research findings to L&T and / student development work
2. To continuously implement the cycle of reflective practice which is inherent in improving and refining our pedagogies.	

The whole-school action research scheme from 2022-2025, which concludes with this final academic year, has demonstrably succeeded in its aim of augmenting teachers' professional capacity and, in turn, benefiting student learning. Teachers from various departments have delved into a wide array of topics, from incorporating AI tools in history lessons to using hands-on activities like a paper-clip experiment to teach complex concepts like dynamic equilibrium in chemistry. This varied and subject-specific approach ensures that the research is highly relevant to both the teachers' daily practice and the unique challenges their students face.

The findings from these projects directly translate into concrete, effective teaching practices that are highly conducive to enhancing students' learning effectiveness. For instance, the English Literature team found that creative assessments, such as comic presentations and peer evaluations, helped students better understand literary concepts and deepened their interest in the subject. This evidence-based approach to pedagogical change ensures that the improvements are not just theoretical but have a tangible, positive impact on student outcomes.A survey revealed that teachers gave a strong average score of 3.6 out of 5 to the statement that the action research helped them reflect on and improve their teaching practice. Additionally, they gave a high average score of 3.4 out of 5 to the statement that the scheme enhanced their professional capacity, which they felt was conducive to student learning and personal growth.

Reflection and Evaluation:

The implementation of action research and action learning in the past few years has been pivotal to teachers' professional growth. Although most projects are small in scale, the sharing of findings through department meetings and school-wide PD events such as the Curriculum Celebration has enabled successful strategies to spread across the school, fostering collective wisdom and strengthening our professional learning community. This ongoing cycle of planning, implementation, evaluation, and reflection provides a robust framework for sustained improvement in curriculum design and pedagogy.

2.3.2 Objective 2:

To further strengthen the professional growth of newly joined teachers and newly appointed middle managers

Strategies and Progress:

Given the growing number of new teachers and middle managers in recent years, the school has made vigorous, ongoing efforts to develop effective support measures. These initiatives aim to empower staff in both their teaching and pastoral roles, and to prepare newly appointed middle managers or emerging for their leadership responsibilities—building a team of competent, servant-minded leaders who promote high-quality learning, teaching, and the holistic development of students.

Aims	Assessment tools to be implemented
1. To continuously refine the content of the induction program and mentoring program to address the professional needs of newly joined teachers	• Refinement of content of the induction program and mentoring program based on the views collected • Launch of Middle Managers PD Program (2nd cohort) • Increased confidence and competence shown by middle managers in their leadership roles
2. To launch the 2nd cohort of Middle Manager PD program to equip the newly appointed middle managers and prepare potential leaders/ middle managers	

Refinement of induction and mentoring program for newly joined teachers

Christian education has been strengthened in the new teacher mentoring program, incorporating feedback from last year. Three lunch meetings with the Principal group were held for new teachers to share their experiences and receive support. Feedback from the end-of-program survey indicated that nearly all participants found the program practical and beneficial for their teaching and pastoral work. New teachers received sufficient support from subject panels, FCs, mentors, and team colleagues, though some suggested more discussions on work-life balance, time management, and spiritual growth.

A mentoring program with the principal emeritus has also been introduced for teachers in their 3rd to 5th years, addressing the specific needs of budding teachers.

Continuous preparation of emerging, potential leaders

This year, intentional identification and development of middle managers and young Christian leaders has become our priority. To prepare potential leaders, the "Middle Managers Program" has been renamed as the "Christian Leadership Program." This 2-year program is now open to middle managers in their first two years of service and potential leaders without formal titles, with 16 participants in total. Topics and skills suggested by teachers from the first cohort have been incorporated into the second one to enhance the relevance of the program to teachers' professional growth. Through reading, discussion, case studies, and experience sharing, participating teachers gained insights into the mindset and skills of servant leadership within the Christian school and UCCKE context, which they expressed relevant and useful for their work or leadership roles.

Reflection and Evaluation:

Both programmes were found to be highly relevant and effective in equipping teachers and emerging leaders for their teaching, pastoral, and leadership roles. Moving forward, the school will intensify efforts to nurture young Christian teachers, middle managers and emerging leaders, supporting both their professional development and leadership formation within a faith-based context. Strategic collaborations with local and overseas practitioners will be prioritized to enrich teacher development across various stages of their careers, in ways that are conducive to students' learning and holistic development.

2.3.3 Objective 3:

To further enhance the professional growth of teachers through the adoption of differentiated appraisal system

Strategies and Progress:

With the changing demographics of our teaching staff and the diverse experience and expertise they bring, a differentiated appraisal system was introduced last year. This was followed by the pilot development of a post-feedback protocol this year, making the entire appraisal cycle more conducive to professional growth.

Aim	Assessment tools to be implemented
1. To continuously enhance the professional growth of teachers through the adoption of differentiated appraisal system	• Full implementation of the newly designed differentiated appraisal instruments • Teachers' reflection on their work through the newly designed appraisal instruments • Teachers gaining concrete feedback for devising strategies conductive to students learning and personal development through the new protocol for post appraisal feedback and discussion
2. To devise a protocol for post appraisal feedback and discussion	

The newly designed appraisal instruments have been effective in promoting self-reflection and fostering professional dialogue, providing a structured framework for teachers to evaluate their practice and identify areas for growth. Although the interim self-reflection component was not implemented as planned due to changes in the prayer meeting schedule, it will be reintroduced next school year to strengthen a culture of continuous improvement.

In response to teacher feedback emphasising the need for direct, specific guidance, a comprehensive post-appraisal protocol was developed this year to support supervisors in delivering capacity-building oral feedback, with three tailored versions for [1] Subject Teachers, [2] Form Teachers/Assistant Form Teachers (FT/AFT), and [3] Functional Group members.

During the trial phase, the Subject Teacher protocol was selectively implemented for colleagues in their first or second year at UCCKE, and feedback has been generally positive, noting its usefulness in structuring professional conversations while also indicating that increased flexibility in the conduct of discussion meetings would further enhance the process.

Reflection and Evaluation:

Overall, the differentiated appraisal system has effectively supported teachers' professional growth by promoting self-reflection, structured feedback, and professional dialogue, as evidenced by a KPM Teacher Survey score of 3.91/5 for its conduciveness to professional development, and a favourable score of 3.83/5 regarding its fairness in evaluating teachers' performance.

Building on this year's trials, all three protocols will be fully implemented next year; specifically, the feedback protocol for Form Teachers/Assistant Form Teachers (FT/AFT) and Functional Group members will be rolled out with refinements informed by feedback from the Subject Teacher protocol. Ongoing enhancements to the appraisal system will ensure it remains a key driver of teacher development at UCCKE.

3. Management and Organization

3.1 School Management Committee (SMC)

The School Management Committee was incorporated as the United Christian College (Kowloon East) School Management Committee Ltd. to manage the school.

The Board members were Mr. Chan Jor Kin Kenneth (Chairman and Supervisor), Rev. Kwan Chi Keung, Mr. Kwok Wai Keung and Mr. Liu Ah Chuen from the sponsoring bodies, Mrs. Joanna Lee (Parent), Mr. Ronald Tan (Alumnus), Dr. Leung Hing Keung (Independent), Mr. Wong Kam Chuen (Independent), Dr. Cheng Kin Tak Samuel (Principal), Rev. Lui Yik Yeung (Chaplain), Mrs. Kwok Lee Hoi Yan (Vice Principal and Teacher) and Mrs. Lin Kwok Ching Yee (Assistant Principal and Teacher).

They met 3 times in school year 2024-2025, with the aim of discussing the school operational issues. The members of the SMC are enthusiastic and passionate about Christian school education. They adopt an open-minded and transparent approach in managing the school. Under their supportive leadership, a conglomeratic team culture has been formed.

3.2 Parent-Teacher Association (PTA)

The Parent-Teacher Association is composed of both parent and teacher representatives. Seven parents were elected from the annual PTA Election, and four teachers were appointed by the school. They were:

Chairlady:	Mrs. Joanna Lee
Vice Chairlady:	Mrs. Sandy Wong, Mrs. Kwok Lee Hoi Yan (Vice Principal)
Treasurer:	Mrs. Angel Pong, Mrs. Lok Cheung Ka Yee (Teacher)
Secretary:	Mrs. Karen Chan, Mrs. Annie Lau (Teacher)
Member:	Mrs. Diana Chan, Mrs. Fiona Yung, Mr. Andy Lam and Mrs. Yip Chow Sau Han (Assistant Principal)

3.3 Alumni Association (UCCKEAA)

The United Christian College (Kowloon East) Alumni Association (UCCKEAA) is comprised of eight alumni, four teachers and the Principal.

Chairperson:	Ms. Charlene Kwan
Vice-chairperson:	Mr. Ronald Tan
Promotion & Design:	Ms. Chong Wing Lam
Secretary:	Ms. Chung Cheuk Wing
Treasurer:	Mr. Lam Sheung Yin (Alumni & Teacher)
Recreation:	Mr. Lau Tsz Kin, Ms. Shiu On Sum
Communication:	Ms. Lai Hin Kiu
Consultant:	Dr. Cheng Kin Tak Samuel (Principal)
Teachers:	Mrs. Kwok Lee Hoi Yan (Vice Principal), Mrs. Wong Chong King Ting (Teacher) and Mrs. Lok Cheung Ka Yee (Teacher)

3.4 Teaching Consultants

Our team of teaching consultants was composed of professors and principals from both local universities and overseas tertiary institutes:

Dr. Lung Ching-leung

Mrs. Ho Lee Doen Yee

Dr. Tsui Kwok Wing (Professor of the School of Biomedical Sciences, CUHK)

Dr. Lam Pun Lee (Founder, Sponsor cum Supervisor, Living Word Education Centre)

Dr. Edwin Boyce (Principal, Pacific Hills Christian School of Sydney, Australia)

Dr. Lee Kit Bing, Icy (Emeritus Professor of the Faculty of Education, CUHK)

Mr. Yung Wing Ki Samuel SBS, MH, JP (Executive District Director and Honourable Advisor, AIA International Limited)

Mr. Erwin Huang (Adjunct Professor, Division of Integrative Systems and Design, HKUST)

3.5 Executive Committee

The Executive Committee is composed of the Principal, Vice-principal, Assistant Principals, Form Coordinators and teachers of various functional responsibilities, with a total of 12 people. They met every week to decide on the administrative matters of the school. Major changes were also discussed in these meetings and proposals were made to SMC for consideration and approval.

3.6 Department Management

The academic subjects are classified according to subject nature. There are eight faculties: Faculty of Chinese, English and Foreign Languages, Mathematics, Science and Computer Science, Humanities, Business, Life and Society, and Cultural Subjects. Subject panels report to the Faculty Heads who are under the Academic Affairs Coordinator. Other than the Academic Faculties, the school has functional departments that are led by Department Coordinators. They are Life Planning, Student Development, Discipline and Counselling, Spiritual Affairs, Moral and Civic Education, Co-curricular Activities, Mission and Service, and External Affairs.

3.7 Form Coordinator System

To offer better pastoral care and facilitate more effective communication among teachers, the school has a Form Coordinator system in place. There is a Form Coordinator to take care of each form and support the Form Teachers and Assistant Form Teachers. The Form Coordinators for this school year are:

S.1 Mrs. Lin Kwok Ching Yee
S.2 Mr. Leung Tsan Chiu
S.3 Mrs. Wong Li Ho Sze
S.4 Mr. Tang Wai Yiu
S.5 Mr. Lui Chi On
S.6 Mrs. Yip Chow Sau Han

3.8 Class Arrangement and Enrolment in 2024-2025

Form	Classes	No. of students (as at February 6, 2025)
S.1	5	164
S.2	5	163
S.3	5	161
S.4	5	142
S.5	5	133
S.6	5	125
Total	30	888

3.9 Reporting DSS Schools' Annual Financial Position Financial Summary for the 2023-2024 School Year

	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)	71.51%	N.A.
School Fees	N.A.	23.55%
Donations, if any	N.A.	0.04%
Other income, if any	0.00%	4.90%
Total	71.51%	28.49%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	77.95%	
Operational Expenses (including those for Learning and Teaching)	6.03%	
Fee Remission / Scholarship [1]	3.96%	
Repairs and Maintenance	8.06%	
Depreciation	3.61%	
Miscellaneous	0.39%	
Total	100.00%	
Surplus/Deficit for the School Year#	1.09 months of the annual expenditure	
Accumulated Surplus/Deficit in the Operating Reserve as at the End of the School Year# (excluded the net book value of the building cost of the extension block)	4.24 months of the annual expenditure	
# in terms of equivalent months of annual overall expenditure		

Details of expenditure for large-scale capital works, if any:

[1] The % of expenditure on fee remission/scholarship is calculated on the basis of the annual overall expenditure of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the school fee income as required by the Education Bureau, which must be no less than 10%.

☑ It is confirmed that our school has set aside sufficient provision for the fee remission / scholarship scheme according to Education Bureau's requirements (Put a "✓" where appropriate).

4. Staff Development

4.1 Professional Development

A wide variety of professional development programs were organized throughout the school year to equip teachers and meet diverse professional needs.

4.1.1 Mentoring Program

Mentoring program was organized to facilitate professional growth of new teachers through:

- pairing the new teacher up with a mentor in the same subject panel
- conducting sharing sessions addressing professional needs of different areas throughout their first year of practice in UCCKE

Mentees and mentors are paired up as follows:

Subject	Mentee	Mentor
Biology	Mr. Chan Gabriel Emmanuel	Mr. Liu Ling Sang Angus
Maths	Mr. Cheng Hiu Sing	Mr. Wan Chi Ho
Chi. History	Mr. Chiu Kin Kwan	Mr. Kan Chi Lung
English	Mr. Chau Po Shek	Mr. Kwong Sing Kwong Thomas
Economics	Mr. Chang Yu Hsiang	Mr. Chong Cheung Yu
PE	Ms. Lo Ka Ching	Mrs. Wong Li Ho Sze Bonnie
English	Mrs. Lo Ma Kiu Cho	Ms. Ng Sze Ching
Biology	Ms. Lam Yan Yi	Ms. Wong Yuen Ying
Geography	Mr. Ng Man Nok	Mr. Cheng Julian Kar Man
Physics	Mr. Tao Chun Ki	Mr. Cheng Shing Yan
English	Ms. Tam On Lam	Mrs. Ho Yeung Chi Ping
Econ, Business	Ms. Yip Tsz To	Mrs. Lok Cheung Ka Yee

Professional sharing program:

Each session lasted for an hour, comprising of (1) professional sharing (2) discussion time and (3) sharing and prayer time between mentor and mentee.

Date & Time	Topic	Facilitators	Professional issues addressed
Aug 19, 2024 09:00-16:30	Embracing UCCKE culture	Dr. Cheng Kin Tak Samuel	• Getting to know UCCKE and our culture • The UCCKE team spirit • Be a purpose-driven teacher: seeking for professional growth • Overview of major areas of work at UCCKE

Date & Time	Topic	Facilitators	Professional issues addressed
Sep 25, 2024 14:30-15:30	Effective L&T and assessment	Mrs. Kwok Lee Hoi Yan, Mr. Tse Man Chi	• Effective pedagogies • Cultivating good learning habits • Quality assessment & assessment practices
Oct 30, 2024 14:30-15:30	Classroom management and communicating with parents	Mrs. Tsang Lee Wing Yee, Mr. Lai Fu Ip, Mrs. Lok Cheung Ka Yee	• Dealing with common classroom problems • Correcting students' misbehaviours • UCCKE's emphasis on P-T cooperation - the spirit behind • Strategies for effective P-T communication
Nov 13, 2024 15:45-17:00 Prayer meeting	Interacting with students and embracing diversity	Mr. Tang Wai Yiu Tommy, Mr. Kwong Sing Kwong Thomas, Mrs. Yu Wong Mei Yung	• Being a firm but caring Christian teacher • Nurturing students through CCA/ OLE • Embracing diversity & uniqueness of students
Jan 15, 2025 14:15-15:45	Emotional and mental well being	Mrs. Tsang Lee Wing Yee, Social workers	• Handling students' emotional needs and issues • Crisis management
Feb 26, 2025 15:45-17:00 Prayer meeting	Grow and glow: Spiritual growth & mission heart	Mrs. Lin Kwok Ching Yee, Mrs. Lau Leung Venus	• Seeking for spiritual growth • Be a mission-hearted teacher • Bringing students to Christ; cultivating students' fellowship • Nurturing students' spiritual growth and mission heart
May 28, 2025 15:45-17:00 Prayer meeting	Looking back - my first year of professional growth @ KE	Mrs. Kwok Lee Hoi Yan, Mrs. Yip Chow Sau Han Mentors*	• Self-reflection of professional growth in various areas • Goal setting for future path • Celebration, appreciation, thanksgiving & praying for each other

4.1.2 School-based Professional Development Programmes for All Teachers

The school has organized comprehensive professional development programmes in various aspects, ranging from positive education, e-learning, AI literacy, differentiated instruction, life planning and pastoral care of students, etc.

With blended learning, AI literacy and positive values education being our major initiatives, professional development programs and exchanges on these topics were offered to build teachers' capacity in these areas. Also, we have also incorporated sharing and training on the UCCKE spirit and culture, essence of Christian education and professional conduct into our PD activities to help the many new teachers who have joined us in the last three years to integrate quickly. Training for new subject heads and functional group heads has been also strengthened with the implementation of a two-year PD program for middle managers.

Date	PD Program	Speaker
Aug 20, 2024	IT PD - SharePoint, Microsoft Teams, Apple Classroom	UCCKE Teachers, Coding 101
Aug 20, 2024	Staff retreat: 1. Life values and goals of a Christian teacher 2. Serving God in unity and with a mission heart	Dr. Tommy Tham, Rev. Kenneth Ng So Kin, UCCKE Mission and Service Team
Sep 4, 2024	IT & AI PD - Microsoft Teams, K12gpt, Google Gemini	UCCKE Teachers, Coding 101, Apple
Sep 11, 2024	Workshop on effective communication with parents	Mr Daniel Tsui, Praying Hearts Counselling Centre
Jan 22, 2025	Christian education: What makes UCCKE distinct from other Christian schools	Rev. and Dr. Glen Ki-Young Shin
Feb 12, 2025	Christian education: Serving with wisdom & faith in adversity	Dr. David To
Mar 14, 2025	SFC Joint-School PD Day	Schools for Christ Foundation, UCCKE, UCC, Saint Too Canaan College, China Holiness College
Apr 14, 2025	Christian education in action	Mr. KK Wan, UCCKE Teachers
Jun 20, 2025	15th Curriculum Celebration	UCCKE Teachers

4.1.3 Professional Development for Middle Managers

Developing middle managers and young Christian leaders remains a pivotal goal. We have therefore rebranded the "Middle Managers Program" as the "Christian Leadership Program. This two-year program is now open to both middle managers in their first two years of service and other promising potential leaders without formal titles. With 16 teachers currently enrolled, the curriculum uses reading, discussion, case studies, and experience sharing to equip participants with the mindset and skills of servant leadership specifically tailored for the Christian school and UCCKE environment.

The program consists of four to five sessions per year, including one summer session and three to four sessions spread throughout the year. Each session lasts approximately 1.5 hours and is divided into two parts. The first part features presentations and sharing on specific topics, while the second part provides an opportunity for participants to share their own experiences, practices, difficulties, and engage in Q&A sessions. The special topics encompass alignment, administration, assessment, building the subject panel/department, curriculum, communication, connection and collaboration (with other parties), driving change, evaluation, faith and gate-keeping role. In the school year 24-25, four sessions of professional development sessions were held for the middle managers.

Date	Topics
Aug 19, 2024	Program introduction Chapter 1 – Know the condition of your flock Chapter 2 – Discover the shape of your sheep
Nov 13, 2024	Chapter 3 – Help your sheep identify with you Chapter 4 – Keys to making your pasture a safe place
Feb 26, 2025	Chapter 5 – The Staff of Direction Special topic: 考績評核的政策和程序
May 28, 2025	Chapter 6 – The Rod of Correction Chapter 7 – The Heart of the Shepherd

4.1.4 SFC Joint-School PD Day

Held on March 14, 2025, the Professional Development Day provided a valuable opportunity for the participating schools including Schools for Christ Foundation, UCCKE, UCC, Saint Too Canaan College and China Holiness College to pursue professional development together. The theme of the PD Day is "Spiritual Renewal, Professional Journey Together" (靈性更新 專業同行). Elder Leung Yiu Kuen, the school supervisor of NLSI Lui Kwok Pat Fong College, and the Chairman of the Elders' Committee, Peace Evangelical Centre, was invited to inspire us spiritually through his sharing themed on "Spiritual Renewal, Professional Journey Together". It was followed by 14 parallel sessions which covered a broad range of topics as shown in the table below, and which offered chances for the colleagues from the participating school to discover or gain knowledge about new subjects related to our profession or ministry, share ideas and best practices on specific topics or trends in education, and create a platform for fostering future collaboration through professional networking and exchange.

	Topic
1.	AIMS Program 多元活動學習體驗
2.	AI 助力教育創新：從課堂分析到知識生成
3.	AI 的學科應用：中文寫作
4.	SEN 學生的生涯規劃
5.	U-course 發現你團契活動
6.	如何營建學校基督教氛圍
7.	如何營建精神健康的校園氛圍
8.	數學建模的應用
9.	桌遊學物理
10.	由評估到規劃價值觀教育，推動正向文化
11.	社會服務與學科的合作
12.	綠色校園的實踐
13.	透過 STEAM 比賽訓練學生共通能力
14.	體驗式學習：初中聖經科全新課程

4.1.5 Curriculum Celebration

Our 15th Curriculum Celebration was held on 20/6/2025, with an aim to celebrate the instructional and curriculum achievements made this year; offer a platform for subjects to share their pedagogical experiences and learning materials or packages and cultivate a collaborative professional learning community through pedagogical exchange across subjects. Subject-based display and sharing in the form of parallel sessions sparked useful discussion and professional exchange across subjects. The parallel sessions were followed by the Curriculum Celebration Forum which focused on two key topics: Blended Learning and AI in Education, as well as strategies and materials for Catering for more able students.

Programs:

Focus of subject exchange in the parallel sessions:

- Blended learning strategies/ e-learning/ use of online learning platforms or tools
- Use of responsive classroom
- Attempt of AI integration into subject / AI tools
- Catering for more able students (strategies, materials, etc)
- Reading across Curriculum
- Cross-curriculum collaboration
- Action research
- Subject-based trials/ new attempt

Parallel sessions:

<table>
<tr><th colspan="4">Session 1</th></tr>
<tr><th>Subject</th><th>Sharing mode</th><th>Descriptions</th><th>Teachers-in-charge</th></tr>
<tr><td rowspan="3">English & Foreign Language</td><td rowspan="2">Display (learning package/ lesson materials/ student work)</td><td>English Literature Studies
Display of S2 students' unit of work project, which includes writing a poem with AI, doing self-directed research work, and incorporating values in their creative filmmaking.</td><td rowspan="3">Mr. Leung Tsan Chiu,
Mr. Derrick Lok,
Mr. Tony Wong,
Mr. Roparz Fong,
Ms. Ng Sze Ching,
Ms. Wong Pui Shan</td></tr>
<tr><td>French
Use of Anki, Display of Student's Video & Compositions</td></tr>
<tr><td>Display (learning package/ lesson materials/ student work), Demonstration / micro-teaching, Experience sharing</td><td>English Language
1. Illustrate the use of Yoodli, Microsoft Teams Speaker Progress and Wiseman Online Writing Lab (OWL)
2. Demonstrate the use of the writing worksheets to guide the students on the critical use of the AI
3. Display English and English Literature Studies project work
4. Display the cards of encouragement (English Calligraphy X Values Education)</td></tr>
</table>

Session 1			
Subject	**Sharing mode**	**Descriptions**	**Teachers-in-charge**
Chinese	Display (learning package/ lesson materials/ student work)	1. 徵文比賽得獎學生作品展示及交流 2. 全年活動成果展示（文學散步、名家講座）	Mr. Yu Chun Yu
Mathematics	Experience sharing	Use of Anki in Math teaching	Mr. Cheng Hiu Sing
Business	Display (learning package/ lesson materials/ student work), Experience sharing	Economics 1. Exploration of Memo.AI in supporting students learning 2. Exploration of collaboration space in OneNote BAFS 1. Edpuzzle - educational platform allows users to take video and transform it into engaging lesson activity 2. Using team in learning and teaching Economics & BAFS Entrepreneurship & financial education in practice	Mr. Chang Yu Hsiang, Mr. Hung Chuen Tung, Ms, Yip Tsz To, Mr. Chan Sze Lok, Mr. Lam Sheung Yin, Mr. Lo Wing Kong

Session 2			
Subject	**Sharing mode**	**Descriptions**	**Teachers-in-charge**
Science	Experience sharing	**Chemistry** Action research - Learning stoichiometry using particle diagrams **Biology** Nature's Lab: A Student Adventure in Ecological Skills and Biodiversity **Physics** AI tutor and tool in Physics	Mrs. Wong Yeung Mui Chun, Mrs. Lam Man Wo Sau, Mr. Tse Man Chi

Session 2			
Subject	**Sharing mode**	**Descriptions**	**Teachers-in-charge**
Cross-Curricular	Display (learning package/ lesson materials/ student work)	• Display of the artwork and poems the student created for a cross-curriculum project between VA and Eng Lit • Display lesson materials and student work that include values education	Mr. Tse Ho Tin, Ms. Ng Sze Ching
Humanities	Display (learning package/ lesson materials/ student work), Experience sharing	THS Field-based learning: from field trips to field studies (Exposure vs. Exploration) Hist & Geog Empowering more able students through cross-curriculum learning: the Model UN Experience ERS Project display Bible Sharing on cross subject and KLA collaboration 中史 「知、情、行」多元化中國歷史之學習	Ms. Kay Tin Wai Mr. Nit Ka Hei Mr. Fung Tik Hei Mr. Yu Kwok Fu Mrs. Lok Cheung Ka Yee Mrs. Wan Lau Wan Yee
Life and Society	Experience sharing	Values Education in CES	Mrs. Yip Chow Sau Han

Curriculum Celebration Forum:

Descriptions	Teachers-in-charge
1. Blended learning and Use of AI for self-directed learning	Mr. Leung Tsan Chiu Mr. Wan Chi Ho Mr. Nit Ka Hei Mr. Yu Kwok Fu Mr. Lee Chun Fai Tompson
2. Catering for more able students (strategies, materials, etc.)	Mr. Leung Tsan Chiu Mr. Tang Wai Yiu Mr. Lui Chi On Ms. Lam Choi Ki Ms. Yip Tsz To

4.1.6 Subject-based Professional Development Programmes

Subject-based professional development programmes have been initiated or organized by different subject panels so as to cater for their own specific needs. Through these programmes, teachers had the opportunities to share subject knowledge with and learn from each other.

Date	Subject/ Group	Professional Exchange Activity
Sep 4, 2024	English	Use of AI in Oral Discussion, Reading Comprehension and Writing
Sep 21, 2024	Economics	Guest speaker on sharing of experience in JACP in Business advisors and Link teachers' orientation
Oct 10-13, 2024	Chinese History	北京明欣學校進行歷史交流
Oct 17, 2024	Chemistry	Practical lesson for boiling water for S1
Oct 26, 2024	Chemistry	SBA conference
Oct 29, 2024	Economics	Briefing on public assessment of HKDSE Economics: illustration of 2024 Exam Papers
Nov 4, 2024		Briefing on public assessment of HKDSE Economics: illustration of 2024 Exam Papers
Nov 11, 2024	ICT	HKACE ICT Mock marker's meeting
Nov 13, 2024	Chemistry	Assessing Student Learning Series for Chemistry: Briefing Session on 2024 HKDSE Chemistry Examination (New)
Nov 23, 2024	ICT	HKDSE ICT SBA Seminar
Dec 1, 2024 - Apr 31, 2025	Chemistry	The 7th Greater Bay Steam Excellence Award
Jan 7, 2025	Science	Briefing Session on Updated Science (S1-3) Curriculum Framework (New)
Jan 13, 2025	Chemistry	Teaching redox reaction
Jan 22, 2025	Chemistry	Briefing Session – "Analytical Chemistry Challenge for Secondary Students (2024/25)" (New) (Web-based Course)
Jan 23, 2025	English Literature	Workshop on DSE Literature in English Paper question and marking
Feb 10, 2025	Science	Sharing on strategic implementation of science elite program
Feb 18, 2025	Chemistry	Analytical Chemistry Challenge for Secondary Students (2024/25) - Induction Session for teachers-in-charge (Zoom)
Feb 21, 2025		STEAM Education Enriching Knowledge Series: The Application of Material Science (New)
Mar 13, 2025	History	Joint school history post-mock exam (professional exchange on marking and assessment) with Christian Alliance S C Chan Memorial College (Mar 13, 2025)
Mar 21, 2025	Music	EDB Workshop on A Cappella Music Arrangement and Singing (Secondary) (New)

Date	Subject/ Group	Professional Exchange Activity
Apr 8, 2025	English Literature	Sir Run Run Shaw Distinguished Visiting Scholar Lecture 2024/25: Lecture by Prof. David Henry Hwang
Apr 30, 2025	History	History x NSE joint school field trip visit to HSBC archives (professional exchange on conducting field visit) with Munsang College (30/4/2025)
May 1-30, 2025	Chemistry	Excellence in AI and IT Education Teaching Award
May 6, 2025	Humanities	Humanity faculty exchange with S.K.H. Leung Kwai Yee Secondary School
May 13, 2025	English	Use of AI in English Language Teaching
May 21, 2025	C&S	Marking standard on 2025 C&S DSE Q3
Jun 9, 2025	Science	Promoting pedagogical innovation: The Use of Artificial Intelligence for enhancing Teaching effectiveness in Science (S1-3) (New)
	Chemistry & Physics	Promoting pedagogical innovation: The Use of Artificial Intelligence for enhancing Teaching effectiveness in Science (S1-3) (New)
Jun 12, 2025	Chemistry	Use of AI for teaching
Jun 14, 2025		Educational Research Award Scheme (2025/26) Briefing Session
Jun 17, 2025		Using Al to make flash card
Jun 23 - Jul 18, 2025	Chemistry	Enriching Knowledge for the Chemistry Curriculum Series: Molecular Details Revealed by Computer Experiments and Artificial Intelligence (Web-based Course) (New)
Jul 2, 2025	Economics	Trial marking of 2025 DSE paper
Jul 7, 2025	Chinese	Sharing on the marking of DSE Chinese Paper 1 Reading (Classical Chinese)
Jul 1-31, 2025	Science	校本資優教育系列：教育局教師網上基礎課程 — 資優教育（修訂）（第四期）
Aug 1-31, 2025		校本資優教育系列：教育局教師網上基礎課程—資優／高能力學生的情意教育（重辦）（第四期）

4.1.7 Lesson Observation & Open Lesson

43 lesson observation sessions have been held at school. Post-lesson observation discussion was carried out as a form of professional exchange.

76 open lessons were arranged for all teachers to sign up for observation. This is to facilitate the professional exchange within and across subjects and disseminate good practice among teachers. Post-lesson discussion also encourages the professional dialogues among colleagues. We have transformed the open lesson scheme into our school's daily practice.

4.2 Professional Exchange with Other Parties

Date	Subject/ Group	Professional Exchange Activity
Sep 1, 2024 - Aug 31, 2025	Physical Education	養育珊瑚校園計劃 (organized by School of Life Sciences, CUHK)
Oct 5, 2024	English	Mark Standardization for the S6 Joint-school Oral Practice (with United Christian College and Tsung Tsin Christian Academy)
Oct 16, 2024	Chinese	聯校文學講座及與學者、作家交流 (顯理中學、滙基書院、滙基書院（東九龍）)
Oct 18, 2024	Academic Affairs	Professional exchange on NLC implementation at school and subject levels with the principal and teachers of Saint Too Canaan College
Dec 14, 2024	Visual Arts	Exchange with panel heads from different schools
Mar 15 & 31, 2025	Life Planning	Professional sharing with Career Masters and Teachers on 'Implementing Comprehensive Guidance and Life Planning Education in a Whole-school Approach' at The Education University of Hong Kong
Apr 10, 2025	Academic Affairs	Professional exchange on the implementation of DSE curriculum with school leaders in Affiliated School of JNU For Hong Kong & Macao Students, Foshan.
May 2025 - Aug 2025	Mathematics	桌遊設計學習社群 (UCCKE, UCC & Faculty of Education (Mathematics Education), CUHK)
May 6, 2025	PSHE	Professional exchanges on learning, teaching, and assessment in PSHE subjects with 10 teachers from SKH Leung Kwai Yee Secondary School
May 23 - Jun 1, 2025	Life Planning	Visit and professional exchange with the Universities in Australia regarding university admission and further study support • Queensland University of Technology • Griffith University • University of Queensland • Southbank TAFE • Western Sydney University • Macquarie University • Taylor's College, University of Sydney • Australian Catholic University
Jul 4, 2025	Moral & Civic Education	Short film appreciation organized by SINCE Concept (for S2 students, post-exam activity)
Jun 19, 2025	Academic Affairs	Professional exchange on the implementation of non-local curriculum with the principal and teachers from the Chinese YMCA Secondary School
Jun 23, 2025	Mission & Service	Professional exchange on mission and service with a group of teachers from Shatin Tsung Tsin Secondary School

Date	Subject/ Group	Professional Exchange Activity
Jun 23, 2025	STEAM	Professional exchange with Dr Tony Chen, STEAM Innovation Director, Benenden Bilingual School Guangzhou
Aug 13, 2025	Academic Affairs	Professional exchange on DSE Chinese, English, Mathematics and Physics curriculum with the principal and teachers from No.1 High School of Jiangyin Jiangsu

4.3 Professional Service

- Dr. Samuel Cheng was the Chairman of Board Directors of the Bethel Bible Seminary.
- Dr. Samuel Cheng was the Portfolio Assessor of Aspiring Principal for the Education Bureau.
- Dr. Samuel Cheng was the Director of the Alice Lan & Vera Shen Education Fund.
- Mrs. Irene Kwok was the Hub Convenor of CLAP@JC HKBM Cohort 2 Hub E2.
- Mr. Leung Tsan Chiu was the Board Director (Chairman) of Faith in Action Limited.
- Mr. Lee Chun Fai has continuously been appointed as the committee member of Chemistry Textbook Review Panel (Secondary).
- Mrs. Annie Lau was appointed as the Board Member of the Kowloon Baptist Church Kindergarten.
- Mrs. Annie Lau was appointed as the Part-time Teacher of HKU SPACE.
- Mr. Kwong Sing Kwong was appointed as a committee member of Inter-school Swimming Management Committee, HKSSF.
- Mr. Kwong Sing Kwong was appointed as a convener of Inter-school Cross-country Competitions, HKSSF.
- Mr. Kwong Sing Kwong was appointed as a committee member of Inter-school Athletics Competition Management Committee, HKSSF.
- Mr. Kwan Kit Ming was appointed as the Opera Singer for Bel Canto Singers.
- Mr. Kwan Kit Ming was appointed as the Choir Conductor and Vice-chairman for the Baptist Convention of Hong Kong.
- Mr. Kwan Kit Ming was appointed as the conductor of the church choir service.
- Mr. Lo Yan Hon was appointed as an associate executive committee member of the Association of I.T. Leaders in Education.
- Mr. Lo Yan Hon was appointed as the member of the Ocean Park Academy Teachers Working Group in the Ocean Park Academy Hong Kong.
- Mrs. Leung Kwong Hiu Wan was the pianist in a program from The Worshippers and One Circle Limited.

5. Our Learning and Teaching

5.1 Planning

Under the annual school theme 'Discern with Abounding Love', the Academic Affairs Committee of the school seeks

5.1.1 To fully integrate the use of blended learning strategies to nurture students as self-directed learners

5.1.2 To enhance Reading across the Curriculum (RaC) and extensive reading to help students extend learning beyond lesson time

5.1.3 To further strengthen the learning capacity of the more able students through systemic differentiated instruction and pull-out enrichment opportunities

5.1.4 To make continual efforts in strengthening the professional capacity of teachers conducive to student's learning and personal growth

5.2 HKDSE

5.2.1 The passing percentages of the 2025 HKDSE are as follows:

- English Language (Level 3 or above): 98.9%
- Chinese Language (Level 3 or above): 97.6%
- Mathematics (Level 2 or above): 98.9%
- Citizenship and Social Development (Attained): 100%
- 96.5% of our students with 332A or above

5.2.2 Our students got good results in the 2025 DSE examinations. 92.9% of them got JUPAS offers, in which 97.4% got into degree programs and 30.3% of the degree offers are from HKU, CUHK and HKUST.

The students' subject grades are also very encouraging. 72.4% of them are of Level 4 or above (Day school is 41.1%), and 28.4% of them are of Level 5 or above (Day school is 16.5%).

Table A – Overall Performance of students

Subjects	UCCKE (%)	Day School (%)
Core subjects at level 3 3 2 A or better	96.5	44.7
Core subjects at level 3 3 2 A or better, with one elective at level 4+	85.0	35.0
Core subjects at level 3 3 2 A or better, with two electives at level 4+	60.9	25.5

Table B - By Subject: Level 5 or Above

Subject	UCCKE (%)	Day School (%)
Biology	40.0	19.4
Business, Accounting and Financial Studies (Accounting)	28.6	14.4
Business, Accounting and Financial Studies (Business Management)	23.1	7.8
Chemistry	29.2	24.6
Chinese History	37.5	13.6
Chinese Language	24.7	10.8
Chinese Literature	45.5	14.8
Economics	40.9	17.3
English Language	28.7	10.1
Ethics and Religious Studies	30.0	10.3
Geography	53.8	12.2
History	36.4	12.9
Information and Communication Technology	36.4	13.2
Literature in English	0.0	24.4
Mathematics Compulsory Part	19.5	14.5
Mathematics Extended Part (Algebra and Calculus)	56.3	34.3
Mathematics Extended Part (Calculus and Statistics)	23.1	29.1
Music	100	27.2
Physical Education	20.0	3.5
Physics	15.4	26.3
Tourism and Hospitality Studies	14.3	5.3
Visual Arts	40.0	6.9

Table C - By Subject: Level 4 or Above

Subject	UCCKE (%)	Day School (%)
Biology	80.0	46.4
Business, Accounting and Financial Studies (Accounting)	64.3	42.9
Business, Accounting and Financial Studies (Business Management)	76.9	30.4
Chemistry	70.8	51.0
Chinese History	87.5	38.8
Chinese Language	58.8	33.6
Chinese Literature	72.7	37.6
Economics	68.2	45.3
English Language	83.9	28.4
Ethics and Religious Studies	80.0	33.6
Geography	84.6	35.6
History	72.7	44.6
Information and Communication Technology	81.8	34.6
Literature in English	100.0	54.4
Mathematics Compulsory Part	72.4	38.8
Mathematics Extended Part (Algebra and Calculus)	81.3	60.0
Mathematics Extended Part (Calculus and Statistics)	46.2	51.4
Music	100.0	63.0
Physical Education	80.0	16.5
Physics	65.4	48.7
Tourism and Hospitality Studies	71.4	17.5
Visual Arts	60.0	25.2

5.3 NLC - International A Levels

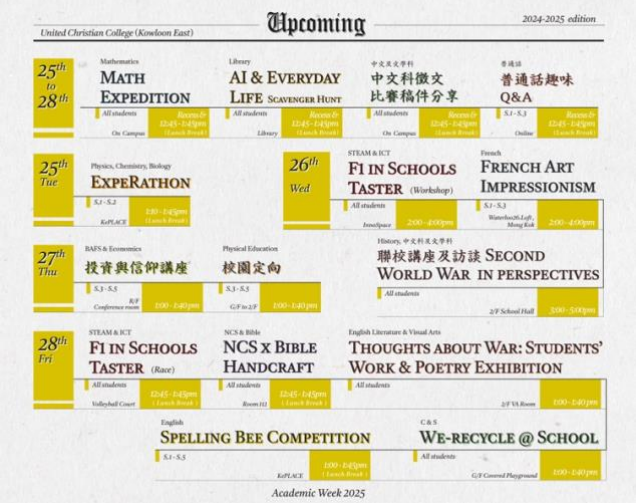
2025 marks the year of graduation of our fifth Non-local Curriculum (NLC) cohort.

Students in the NLC cohort take English, Chinese and 3-4 IAL or Business & Humanities subjects. This year, six of our NLC graduates achieved an outstanding result of 4A*, furthering their study in Computing, Physics, Medicine, and Dentistry at renowned institutions such as HKU, CUHK and Imperial College. Below are their results in January and June 2025 series.

Subjects	A or above	B or above	C or above
IAL Biology	53%	88%	94%
IAL Chemistry	54%	82%	86%
IAL Mathematics	64%	82%	94%
IAL Physics	61%	78%	89%
IAL Economics	50%	100%	100%
IAL Geography	20%	80%	100%
IAL Business	75%	100%	100%

5.4 Academic Week

Academic Week was held from Feb 25 - 28, 2025 this year, with an aim to arouse students' interest and enrich their exposure & learning in various subject areas. Around 15 subject activities were organized during the week, ranging from game booths, competitions, academic talk, workshops, subject display to demonstration, through which students were able to engage themselves in authentic tasks and interact with experts in a particular discipline. Elements of experiential learning and cross-curricular learning will remain our focus in next year's Academic Week.



5.5 Library as a Learning Centre

One of the missions of the library is to equip our students to be information literate; and hence, students are provided with the opportunity to learn and acquire the skills of accessing information efficiently and effectively, reading and evaluating information critically and competently, and using information accurately and creatively. They are also expected to practice ethical behaviour in regard to the use of information and information technology.

5.5.1 Explicit teaching of Library and Reading Skills

Library Program was organized for junior forms and conducted during the Reading Time. Objectives of this program are to help students become effective users of information (both printed and electronic resources), develop the habit of reading for learning, become independent information seekers & life-long learners, and develop problem-solving and communication skills. Information Skills with AI implications was included in the program to promote AI Literacy.

5.5.2 Extended Research

Junior Form students were offered the opportunity to research on specific topics as assigned by the subject teachers using both printed and electronic resources. High-order thinking with reading & information skills learned in the Library Program were applied in these research units.

5.5.3 Electronic Resources Workshops

Workshops were conducted to introduce eResources to staff and students, which include Britannica School & Launch Packs, ProQuest SIRS Issues Researcher, HyRead, NowBook, Rosen eBooks and Flipster Digital Magazines, covering materials across the curriculum.

5.5.4 School Library Webpage

The library webpage in the school website serves as an eResources hub and also includes library updates/activities.

5.5.5 School Library System

The catalogue of the school library system covers not only printed items in the library collection, but also school subscribed eBooks, items available from HKPL and web resources; special features of the system have enhanced users' experience in searching and using information

Systematic learning and teaching of library/ information/ reading skills have been achieved through the Junior Form Library Program. Opportunities for skills application were provided in Extended Research Projects implemented in collaboration with different subject departments. Availability and accessibility of quality printed, multimedia and online resources facilitated the skills learning and application process.

5.6 Reading for Learning

Current research highlights the importance of reading in the success of student academic performance, with an emphasis on critical reading across the curriculum. Reading can also help students cultivate characters attributing to leadership, such as decision-making, problem-solving, and communication. Moreover, the high emotional intelligence acquired through reading helps readers maintain a happy and healthy life style. In view of the above, the Library puts a strong emphasis on reading promotion and helping students acquire proficient reading skills and develop strong reading habit.

5.6.1 Reading Scheme

Purpose of this reading scheme is to enhance student competence in in-depth reading, allow them to practise critical reading and polish their research skills. The reading assignments were integrated as pieces of HW in some subjects in the junior forms. Recommended books and worksheets to facilitate critical reading in different subjects were available.

5.6.2 Reading Circles

The S.1 Reading Circles groups, provided with Reading Circles book sets and worksheets to facilitate discussion, met in the Spring Session under the supervision of the English teachers. Reading Circles grades were given to students based on their performance in the meetings and the preparation work they completed. Reading Circles Student Leaders selected by teachers were given Good Names in recognition of the effort they put in helping other students to excel in the program.

5.6.3 Book Week (Dec 2-6, 2024)

This year's Book Week focused on igniting students' passion for reading. The week commenced with the Opening Ceremony of the Digital Reading Centre. The Readathon was launched to promote extensive reading across various subjects while raising funds for KE+. During lunch breaks, Teacher Book Talks provided students with engaging insights into a variety of texts. A local author was invited to speak at the Book Week Assembly, and a virtual author talk hosted by an overseas writer further broadened students' perspectives. Additionally, activities such as the "Guess the Legacy" Book Game, the Great Minds Alert Book Display, Historical Legends Scrapbooking, and the Geography Digital Scavenger Hunt encouraged students to share in the joy and excitement of reading.

5.6.4 Battle of the Books (2024-2025)

This interschool reading competition aims to introduce students to a variety of reading materials, build teamwork skills, and help students see reading as a fun activity. The questions asked in the competition were based on the books from the reading list assigned to the participants. The UCCKE BOB team, avid readers from S.1 to S.3, was formed in September. Team members had great fun reading and preparing for the competition.

5.6.5 Harvard Prize Book Award (2025)

Three outstanding S.5 students, who demonstrated academic excellence, possessed exceptional personal qualities and made a significant contribution to the School and community, were nominated for the Harvard Prize Book Award this year. The awardees were given a chance to participate in the Harvard Prize Book Essay Award Competition and to apply for the Harvard Prize Book Scholarship.

5.6.6 Parent Talks on Reading and Information Skills

The aim of the Parent Talks is to help parents know more about what their children are learning and how they can further support their children's development in the areas concerned. Two sessions of Parent Talks on *Features on the 21st Century Library* and two on *Navigating Digital Literacy* were conducted on the Parents Days. Both talks were well received by parents.

The many reading and book related activities (both compulsory school-wide and form-wide across the curriculum reading programs as well as the motivational book events) have been successfully conducted and implemented to develop the culture of reading among all students.

5.7 Subject-based gifted programs

The school's subject-based gifted programs aim to nurture exceptional talent across diverse disciplines through challenging curricula, specialized training, widened exposure and competition opportunities. These initiatives empower students to achieve academic excellence, foster creativity, and develop critical skills for future challenges.

The Faculty of Science nominated S.4 student Ng Sau Hei (4D) for the Seventh 'Distinguished Master, Accomplished Students' Mentorship Programme, enabling him to benefit from bespoke guidance from Professor Tsui Lap-chee in scientific research and academic inquiry. A team of S.5 students earned a Bronze Award at the 7th Greater Bay Area STEAM Excellence Award 2025 (HKSAR), organized by HKNETEA, for their research on the compressive strength and chemical resistance of dental filling materials. The Faculty also celebrated junior achievements, with one S.3 student receiving a Silver Award and six earning Gold Awards in the Junior Secondary School Science Online Self-Learning Scheme 2025. These milestones underscore the faculty's strong commitment to nurturing scientific talent at all levels.

The Biology Department excelled in fostering student excellence in biotechnology while integrating innovative AI applications into teaching and learning. The Biology Research Team (BRT), comprising 12 committed students, achieved outstanding results at the 2024 iGEM competition, taking home a Gold Medal, the Best Measurement Award, and a nomination for Best Education in High School. This year's team is developing a pioneering genetic engineering solution to address bed bug infestations in Hong Kong, preparing for the October 2025 iGEM competition while engaging stakeholders across research, commercial, social, and governmental sectors. In partnership with the Hong Kong University of Science and Technology, the team organized educational workshops to expand community outreach. With 35 new members joining next year, the program's appeal and scientific rigor continue to grow. Additionally, eight students formed two teams for the Hong Kong InnoHealth Cup, organized by HKU's LKS Faculty of Medicine. One team won the Best Creative Concept Award, while the other secured the Excellence in Information Clarity Award, further demonstrating the department's commitment to creativity and scientific excellence.

The Chemistry Department launched a comprehensive suite of programs for academically gifted students, resulting in outstanding achievements across various competitions. In the Chemists Online Self-Study Award Scheme 2025, organized by HKVU, S.4 students secured two Bronze, three Platinum, and an impressive 49 Diamond Awards. The S.5 cohort excelled in the 2025 International Chemistry Quiz by the Royal Australian Chemical Institute, earning 23 Credit Awards, five Distinctions, and five High Distinctions. Additionally, an S.5 team received the Finalist Award in the Analytical Chemistry Challenge for Secondary School Students (2024/25). To further support scientific development, advanced platforms were introduced for research-based projects. An S.4 team showcased their creativity at the Hong Kong–Macau Secondary School Cosmetic Formulation Competition 2025, organized by the City University of Hong Kong. These initiatives celebrated students' academic excellence while inspiring deeper innovative thinking and commitment to scientific inquiry.

The Physics Department continued cultivating students' potential through participation in the Hong Kong Young Physicists' Tournament 2025 (HKYPT), the STEAM × BIM Construction Model Creative Design Competition 2025 (BIM), and the Astronomical Training Programme for Secondary Students 2025 (ATPSS). Four students competed in HKYPT, earning a Bronze Prize that reflected their strong grasp of physics concepts and teamwork skills. Two students participated in ATPSS, receiving a Merit Award, while one successfully completed the full training programme, showcasing their dedication to astronomical studies. These gifted programs fostered growth in critical thinking and scientific reasoning, leading to commendable achievements in external competitions. Through these experiences, students deepened their passion for Physics, building confidence, resilience, and a stronger spirit of academic pursuit.

The Information and Communication Technology (ICT) Department has been actively advancing IT and STEAM initiatives, with over 150 students participating in various courses and competitions. Notably, the school's racing team, Pegasus**,** achieved 1st Runner-Up in the F1 in Schools Hong Kong – Professional Class Competition and was invited to compete in the F1 in Schools 2025 UK National Finals. The team is also preparing for the Aramco STEM Racing World Finals 2025 this September. Students also excelled in coding and cybersecurity, with one earning the Champion title in the Cyber Attack and Defence Elite Training Cum Tournament – Student Category and another winning a Bronze Award in a physical cybersecurity competition against industry professionals. The department actively participated in enrichment activities such as the DSSSC Innogala, the STEAM × Humanities EXPO Study Tour in Osaka, Japan, and the STEAM Summer Camp co-organized with UCC at Chang Jung Christian University, Taiwan. These initiatives reflect the department's commitment to promoting technology education for its gifted students and fostering interdisciplinary exploration.

In 2024-25, the Math Elite Team served as a cornerstone co-curricular program for 14 committed junior form students, focusing on Olympiad Mathematics through a modular, unit-based curriculum. This approach developed essential problem-solving skills, such as the Pigeonhole Principle and Working Backwards method, enhancing students' speed, accuracy, and confidence in tackling complex problems. The Mathematics Faculty strongly encouraged participation in external contests, allowing students to refine their problem-solving, logical reasoning, and higher-order thinking skills. This year, students achieved remarkable results: seven participated in the Huaxiabei Competition (華夏盃), with three progressing to the Second Round and one advancing to the Final Round. In the Asia International Mathematical Olympiad (AIMO 港澳盃), two students earned Silver and Bronze Prizes in the First Round, and one subsequently secured another Bronze Prize in the Second Round.

A pilot scheme for the Model United Nations (Model UN) was successfully implemented by the Faculty of Humanities. Selected high-achieving Humanities and Business students participated in various Model UN activities, including the Hong Kong Model UN in March, the St. Joseph's College Model UN in June, and the Inter-School Model UN in July. A total of 14 senior-form students excelled, with Mok Zi Lam (4D, 2024-25) receiving the Most Improved Delegation Award. Students expressed positive feedback, citing that the activities enhanced their knowledge of international affairs, critical thinking skills, and networking opportunities with elite schools. Given the strong enthusiasm and the school's commitment to cross-curricular learning, the Model UN Team will be formally established in 2025-26 to provide structured training and increased opportunities. Supported by teachers from three subject areas, the team will strengthen students' communication skills and knowledge of global issues, empowering them to become responsible global citizens.

The Business Faculty delivered a rich array of gifted programs this year, designed to sharpen students' financial acumen and cultivate entrepreneurial spirit. Five teams, comprising 30 students, participated in the prestigious Wharton Global High School Investment Competition. Selected students accessed advanced learning opportunities beyond the standard curriculum, developing skills in strategic portfolio management, financial analysis, market evaluation, and collaborative problem-solving. Over a ten-week period, teams used the Wharton Investment Simulator to manage $500,000 in virtual capital, analysing real business cases and crafting comprehensive investment strategies for Wharton alumni clients. The competition emphasized strategic thinking and polished presentations, enabling participants to demonstrate marked improvement in analytical reasoning, financial literacy, and collaborative problem-solving.

Beyond investment, the Faculty actively promoted entrepreneurship through a unique training partnership with the Social Innovation & Business Unit of The Hong Kong Federation of Youth Groups. Thirty-six nominated students completed 24 hours of intensive workshops, covering design thinking, business modelling, marketing, and pitching, complemented by visits to local start-ups. The program culminated in a live pitch judged by business professionals, with nearly 90% of students reporting enhanced understanding of key entrepreneurial skills. These initiatives have equipped students to excel in interdisciplinary competitions such as iGEM, JACP, Model UN, F1 STEM Racing, and the Wharton Global Investment Competition in the coming year.

Looking ahead, our school remains steadfast in its commitment to providing gifted students with robust subject-based and interdisciplinary programs. Through continuous efforts to deliver intellectually challenging learning opportunities, we aim to equip our talented learners to become adaptable, ethical, and future-ready leaders in a rapidly changing world.

6. School Ethos and Student Support

6.1 Spiritual Affairs Committee

Aims / Objectives:

1) To facilitate students to accept Christ as their Saviour.
2) To channel Christian students to the school or local church.
3) To train Christian students to become mature in Christ and faithful disciples.

Strategies and Progress:

Gospel Week programs	Gospel Week was held during the week of Oct 21-25, 2024. There were different programs including gospel chapel, missionary workshops, Tue Café special program, game booths, book fair, etc to deepen the understanding of Christianity of both Christians and non-Christians.
Witness Days & Tue Café Special Program	Witness Days (Oct 23, 2024 & Jan 22, 2025): Teachers reach out to students to share the gospel and their testimonies. Tue Café Special Programs (Oct 22, 2024, Jan 21 & May 13, 2025): Teachers invite students to lunch together and enjoy the program related to faith.
UCLF discipleship program	Regular discipleship training at Tuesday lunch Regular devotion on Wednesday morning Regular worship and prayer on Friday morning Regular Bible sharing on Monday and Friday morning to the public through PA
Bible Reading Campaign and Competition	Students follow the Bible Reading plan to read the book of John. To enhance students' understanding, there is a Bible sharing by UCLF members through PA. Participants should also report their reading progress by completing the online questionnaire.
Fellowship Committee Training	The training is held once (Sep 10, 2024, Jan 14 & Apr 1, 2025) in every session. The second and third training sessions are conducted by Forms.
Form chapel and class fellowship	Form chapel and class fellowship are held on alternate Friday. Programs are designed to enhance students' understanding of the Christian faith. Form coordinators and Class Fellowship Committee are in charge respectively.
Post-exam mission trip to Macau	The mission trip to Macau was organized on Jun 27-29, 2025 with close to 20 participants.
School-Church Collaboration	The church has a congregation of about 200, mostly current students, alumni and families of the school. The pastoral work of UCCC is mainly shared by the pastoral team — Rev. Lui Yik Yeung, Rev. Wong Pak Ming, Rev. So Yuen Lai Wah and Rev. Tong Cheng Mei Mei. We work closely with UCCC in various student ministries, including regular UCLF discipleship program, Gospel Week and post-exam mission trip to Macau.

Reflection and Evaluation:

In general, teachers, parents and students feel positive on the spiritual programs conducted by school.

Teachers agreed that 'The school has provided sufficient spiritual caring to students' (score = 4.26, compared with score = 4.06 in 22-23 and 23-24), reflected in KPM this year.

Parents agreed that 'The Christian education and nurturing from the school helps my child develop positive values and attitudes to life' (score = 4.16; compared with score = 4.11 and 4.12 in 22-23 and 23-24 respectively), reflected in KPM this year.

According to 24-25 APASO, students agreed that they had discovered a satisfactory meaning in life' (Q-score: 116). According to 24-25 APASO on faith dimension (not included in official APASO-III), the average score in 24-25 was higher in three questions which reflect that students have a deeper understanding of the Christian faith (2.97 compared to 2.89 in 23-24). They are building a character that pleases God (2.96 compared to 2.90 in 23-24). They are also willing to live out the love of Christ (3.03 compared to 2.95 in 23-24). They scored the same for the statement 'You enjoy class fellowship.' (2.91 in both years).

Gospel Week programs	High participation (teachers by Forms, Fellowship Committee members and other students) in daily worship and prayer. Game booths at lunchtime on Oct 21 & 24, 2024 attracted more junior form students. A lot of students attended Breakthrough book fair on Oct 24-25, 2024 and bought a lot of books and accessories. The representative of Breakthrough said our students love reading and spent a lot on books. Overall, from the replies of Gospel Chapel, there were 53 new believers and 57 re-committed Christians.
Witness Days & Tue Café Special Program	Tue Café Music Program (Oct 22, 2024 & Jan 21, 2025): Good atmosphere at Volleyball Court. Attendants brought their lunch and enjoyed the students' and teachers' singing and sharing. Other functional groups such as M&S student team also showed their support. Witness Day records have shown that teachers are faithful to share the gospel with students and some students are open to discuss Christianity with teachers.
UCLF discipleship program	There are more than 80 UCLF members. Most members regularly attend the training session during Tuesday lunch and the worship and prayer during Fri morning. There are other non-members who attend the worship and the devotion on Wednesday morning. The high regular attendance reflects the members' commitment and non-members' interest in spiritual activities.
Bible Reading Campaign and Competition	Junior form students, such as 1A, 1B, 2A, 2D and 3E are keener on reading the Bible and completing the campaign questionnaire. For the Bible Reading Competition, the contestants showed eagerness to participate and some did prepare well. Winners: 4A, 2D, 4B

Fellowship Committee Training	Most Fellowship Committee members attended the training sessions and were nurtured by the SAC teachers of the Form. From teachers' observation, the members were attentive and found the training sessions meaningful.
Form chapel and class fellowship	The evaluation was done by Form Coordinators and Form Teachers. In general, there was positive feedback among teachers and students. They found the Form Chapel meaningful, and students were engaged, especially when there were activities, not just sermons. Most Class Fellowship Committees put effort into implementing fellowship programs with a spiritual message and fun elements.
Post-exam mission trip to Macau	Close to 20 students took part in the mission trip to Macau. They had a good experience sharing the gospel with people there and had deep reflection of their faith.

Direction of development for next year:

Based on the same objectives, the SAC will continue to explore and conduct programs which can enhance students' understanding of Christian faith and nurture their spiritual lives. We should explore an opportunity to implement cross-functional or cross-curricular programs in the coming academic year.

6.2 *Mission and Service Team*

Aims / Objectives:

Our Mission and Service program aims to develop in students a mission-oriented mindset, a heart for service, and practical skills by engaging them in acts of service locally in Hong Kong, China, and overseas. The program encourages students to understand God's mission, promoting awareness of global and human needs, and to nurture meaningful relationships with God, others, and themselves through service. Additionally, it supports students in discerning and responding to God's calling for their lives and future vocations.

Strategies and Progress:

1) Class-Based Service Groups

Each class functions as a volunteer group, participating annually in community service focused on underprivileged groups. Activities by grade include:

- S.1: Exploration of Kwun Tong neighbourhood's socioeconomic disparity; checking for barrier-free community environments and elderly home visits.
- S.2: Collaboration with STEAM subjects to conduct gerontechnology interviews and exhibitions for the elderly.
- S.3: Sharing of daily necessities and supporting low-income people in the community.
- S.4: Serving and accompanying the visually impaired on supermarket shopping; alternatively, supporting the hearing impaired with craft workshops.
- S.5: Teaching mathematics in kindergartens.

2) Mixed Form Student Team

This team organizes major school-wide social service events and casual dress days, aiming to cultivate leadership and compassion. They represent the school to participate 10 local service activities, including a training camp and an outbound Mission & Service trip to Thailand.

3) GLocal Week (S.3 - S.5)

GLocal Week offers service opportunities on local, national, and international levels. This year, 10 outbound trips and 10 local activities were organized, broadening students' mission engagement.

4) Professional Exchange Meetings

Three exchange sessions with different schools were held to explore ways to enrich and deepen service-learning experiences.

Reflection and Evaluation:

The program has received positive feedback from service beneficiaries, encouraging continued participation. Students have demonstrated growth by stepping beyond their comfort zones and showing greater dedication to service. Teachers have observed enthusiastic involvement and the development of practical service skills.

Direction of Development for next year:

Building on these foundations, we plan to expand and deepen student-led activities, increase professional exchanges, and collaborate with other schools to offer joint service initiatives that further enhance the quality and impact of our Mission and Service program.

6.3 Co-curricular Activities Committee

Aims / Objectives:

Co-curricular Activities (CCA) in our school served as a platform for students to find their interest, face challenges through joining competitions, be shaped as a leader, and eventually, be a humble servant to serve the community. We expect that our students could develop their strengths with faith through joining our activities.

Strategies and Progress:

There were altogether 25 subject-related clubs, 21 non-subject based activities and 18 teams in 2024-2025. 97.6% of students in S.1 were active members, 90.2% in S.2 and 78.9% in S.3. The overall percentage was 89.0% in the junior forms. These students challenged themselves in different learning environments outside the classroom to acquire more technical, communicative and cooperative skills. Students are encouraged to develop their interests and equip themselves to be the future leaders.

Students with intensive training outside school would be exempted from this scheme to ensure that they could balance their time wisely between academic learning and CCA participation.

The active members percentage in junior forms in the past three years:

Year / Form	S.1	S.2	S.3
2024-2025	97.6%	90.2%	78.9%
2023-2024	97.6%	81.0%	85.9%
2022-2023	96.9%	83.0%	87.8%

Reflection and Evaluation:

Organize Overseas Sports Training Camps

Our school's volleyball team organized a Tainan Volleyball Exchange Program from June 27 to July 1, 2025 during the 2024-2025 academic year. Through this activity, students not only recognized their shortcomings but also strengthened their bonding and teamwork, making such activities highly worth promoting.

Student Council

The Student Council of the 2024-2025 academic year, Clo4er is made up of thirteen students ranging from S.2 to S.5. The members are as follows:

Chairman:	5B Kwan Ching Lam
Vice Chairman:	5A Ng Wang Hei
Treasurer:	5A Lam Yat Lun
Secretary:	5C Sin Yat Sum Emma
Members:	2A Ng Hector, 2E Chan Ka Yi, 3B Lam Tsz Yu Ethan, 3C Hui Yik Him Enoch, 3D Wong Pak Yan, 3D Yuen Yi Ching, 4A Leung Te-Yi, 4A Lor Ching Fung Aidan, 5C Chung Hei Yin

They took on the responsibility for organizing Dance Competition and Roadshow; to perform different type of performance in showcase, our students enjoyed a lot. They also invited the popular Hong Kong band Pandora to visit our school to perform, share their life experiences with everyone, and encourage students before the exam.

Not only organizes events and competitions but also emphasizes bonding among students. They host various welfare activities, such as hot drink distributions and Mister Softee ice cream events, allowing students to enjoy their time together and foster connections.

Furthermore, a students-teachers basketball tournament has been held during the Winter Session. Each team consisted of 3 students and 1 teacher to foster stronger relationships. It was an enjoyable event both for the players and spectators.

By observing the issues in the Student Council's Constitution, they aim to enhance the voting process by modifying the law. They conducted the election campaign, resulting in a total of 328 votes (36.94%), with 282 votes in favour of amending the requirement for the voting rate from at least 30% of the entire student body to 30% of the number of students present on the day of the voting.

Lastly, the Student Council conducted the election campaign for the following year's student council during the post-exam period. This year, one cabinet, Helios ran for office. The total number of votes cast was 252 (35%), and cabinet Helios emerged as the winner with 166 votes.

Direction of Development for next year:

Encourage Student-Led CCA Initiatives

In order to more effectively develop students' leadership skills, our school seeks suitable external organizations to organize a series of leadership programs to cultivate the abilities of house officers and student council members.

Organize Overseas Sports Training Camps

Plan and conduct more overseas sports training camps aimed at broadening athletes' experiences and perspectives. These camps will not only enhance their athletic skills but also expose them to diverse environments and training methodologies.

6.4 *Life Planning Committee*

Aims / Objectives:

Life planning education at UCCKE aims to help students understand themselves and explore various further study and career options, so that they can make informed decisions about their future, ultimately contributing to the society through utilizing their God-given talents. Close collaboration between Life Planning Committee and other committees as well as external organizations has been witnessed throughout the year to align students' academic and non-academic pursuits with their aspiration.

Our Life Planning Education Curriculum has been continuously reviewed and enriched, with programs and activities delivered to all S.1 to S.6 students based on the developmental needs for each form. Activities were organized in various scales and modes, ranging from mass programs, workshops, small groups to individual support, with an aim to cater for the diversified needs of students in term of their ability and study destination. Students are engaged in the CLD activities in school and outside school.

Strategies and Progress:

1) To continuously enrich our CLD Curriculum that addresses the changing needs of students and society
   - CLD Curriculum has been continuously embedded in OLE (LE) in S.4-S.6
   - Multiple Pathways 101, 201, 202 & 301 for S.4 to S.6 students on the application of local and overseas universities
   - Assembly sharing by our S.6 students and alumni who participated in the job shadowing program
   - Adoption of different assessment tools to help students exploring their values, skills, personality and soft skills: Value Card, Ability Card, VASK Card and Unifrog

2) To strengthen the collaboration with subjects and CCA in the delivery of CLD curriculum
   - S.1 OLE Day
   - THS: Career Visit to Conrad Hong Kong
   - BAFS: Company visit to Nan Fung International Holdings Limited
   - BAFS: Company visit to Bank of East Asia
   - Chemistry: Career Visit to Ma On Shan Water Treatment Works
   - Chemistry: Career Visit to Government Laboratory
   - Chemistry & Geography: PolyU Clean Air Education Programme
   - Biology: Career Visit to Department of Health
   - Geography: Civil Engineering and Development Department
   - Business: Gen HK X Nikon Z30 Marketing Project

3) To provide individualized support on further studies and multiple pathways
   - S.3 Senior Form Subject Choice Program: Group Counselling
   - S.5: Individual counselling on exploring their future study and field of study
   - S.6: Two sessions of individual counselling offered to S.6 students in Autumn Session and July
   - 3 briefing sessions/study fair/admission talks offered by overseas university from UK and Australia
   - 6 Visit/Tasters/Joint-school Info Day visit by local universities or tertiary institutions
   - Workshop on writing personal statement and UCAS briefing sessions offered to students who apply for UK universities through UCAS

4) To enrich students' understanding of the career world and their workplace experience
   - Careers Day with 5 tasters/company visit outside school and 14 talks held at school
   - Job shadowing program offered by enterprise, NGO and parents
   - Company Visits to Enterprises and government organisations
   - Shenzhen Career Exploration Tour
   - Joint-School Alumni Sharing Session
   - Assembly sharing by guest speaker introducing their professions

5) To disseminate useful information and provide support to parents
   - S.3 Parents' night on senior secondary subject choice
   - S.3 Parent-child workshop on senior secondary subject choice
   - S.4 Parents' Workshop on Life Planning
   - S.5 Parent-child workshop – On university application and study strategies (DSE classes)
   - S.5 Parent-child workshop – How to prepare for overseas university application & application for non-JUPAS (NLC classes)
   - S.6 Parents' night on 'University application and how to support your child during the process'
   - S.6 Pre-DSE/ Pre-IAL release workshop for parents and students
   - All university admission talks, webinars and study fair on overseas study

Reflection and Evaluation:

Starting from last year, we have invited our S.6 students to complete a survey towards the Life Planning activities they have joined and the Life Planning Education they received in UCCKE. Majority of our students agreed that the LP activities and programs in UCCKE can raise their aspirations in terms of subject choices, career direction, and interest-development direction.

- 82.8% of our S.6 graduates indicated they have received the latest information about multiple pathways through lessons/extra-curricular activities/assemblies/ career talks
- 82.8% of our S.6 graduates agreed that the school provides training for them on how to find and process up-to-date multiple pathways information to make informed choices for their future development
- 83.7.2% of our S.6 graduates feel confident in searching multiple pathway information
- 80.9% of our S.6 graduates indicated that the school provides sufficient Life Planning activities that suit their needs
- To conclude, 82.7% of our S.6 graduates are satisfied with the Life Planning activities that the school provided

The responses from our students are indeed very encouraging and positive. We will continue to optimise and review our CLD curriculum to cope with the changing needs of our students.

Direction of Development for next year:

As a Resource School in 'CLAP for Youth @ JC Phase II', UCCKE works closely with the Network schools to foster a community of practice and resource sharing culture in the area of CLD in the past few years. This year, a Joint-school Visit to HKU Information Day was held among UCCKE and the network schools. It is hoped that through such inter-school collaborations and resources sharing, students learning and exposure in CLD can be enriched. As the CLAP@JC will come to an end, we hope that we can continue to collaborate with different parties including enterprises, schools and universities that we met before, to broaden our students 'horizons and enrich their experience regarding further study and career options.

Furthermore, we hope that more CLD elements can be infused and arranged in junior years, as to build students' awareness and understanding of the career and options that lie ahead of them. We will include an introduction session of Career and Life Planning in Secondary One. For senior form students, we would like to encourage and equip our students to take the initiative in seeking the learning opportunities, and strengthen the education for Entrepreneurship.

Last but not least, with the diversified needs of our DSE and NLC students, we will continue to seek for some partnerships with local and overseas universities, in particularly to look for the possibilities for some overseas universities to grant our students unconditional offers based on their predicted grades.

6.5 Discipline and Counselling Committee & Student Support Team

6.5.1 Discipline and Counselling Committee

Aims / Objectives:

- To strengthen the relationship among schoolmates from different forms
- To improve the sense of responsibility of students
- To equip the prefects as leaders and mentors
- To provide counselling to students with behaviour, social or emotional needs
- To provide preventive measures for social or emotional problems
- To promote the practice of positive discipline and essential counselling skills among the teaching team
- To improve the communication among the members in the D&C team

Strategies and Progress:

Strategies taken in the school are divided into three levels: preventative level, selective level and indicated level, which are adopted based on the Whole School Approach suggested by the Education Bureau. Different activities and D&C policies are employed to promote school discipline and mental health among students, and enhance support for students with mental health needs. A list of activities is provided in the table below.

Preventive level	For students: • Striving for Excellence Campaign • DustyKid AI trial • GPS to Social Development for S.2 • DASS survey for S.4 • Assembly Talk on Drug Policy and Substance Abuse • Lunch time "Song Request" • Form-based chapel / Form Period with D&C themes For parents • Parent Talk For teacher • In-house D&C workshop for colleagues • Risk management workshop for new teachers
Selective level	• Induction Program for all S.1 students • Project Gabriel for all S.1 students • TWGH Ho Yuk Ching Student Support Scheme for 10 selected S.1 students • GPS to Social Development for selected 8 S.2 & S.3 students • Prefect Team training • Different social/ emotional/ resilience groups
Indicated level	• Case meetings with Student Support Team, Social Workers and Counsellors • Support for transfer and retained students

6.5.2 Student support team

Aims / Objectives:

- To recognize individual learning needs of students and to support all learners in accessing the full curriculum and achieving success.
- To adopt a whole-school approach (WSA) and implement a three-tier intervention model that provides appropriate support according to students' diverse learning needs.
- To assist schools in delivering quality education services by catering to student diversity, including students with special educational needs (SEN).
- To implement policies that aim to develop the potential of every student, foster mutual respect for individual differences among teachers and students, and cultivate an inclusive school culture.

Strategies and Progress:

Whole school approach and a three-tier intervention is adopted, to promote inclusive education in UCCKE. Different polices and activities are employed to support students with educational needs and enhance inclusive atmosphere. The details are provided in the table below:

Tier 1	• To provide support to students using SEN-friendly strategies. • To identify students who may have special educational needs and refer them to the Student Support Team. • To collaborate with the Discipline & Counselling (D&C) and Moral & Civic (M&C) teams to organize various activities that promote an inclusive school atmosphere.
Tier 2	• To conduct various social and emotional support groups. • To provide executive functioning training groups.
Tier 3	• Case meeting with teachers, D&C team, social workers and counsellors • To collaborate with the school educational psychologist and clinical psychologist to support counselling, teaching, and learning.

Reflection and Evaluation:

In terms of enhancing students' well-being and psychological health, new programmes were added in both the preventive and selective level. The programmes held for selected students were mostly successful. With TWGH Ho Yuk Ching Student Support Scheme as an example, more than 95% participants responded positively upon the completion of the program, reflecting the usefulness of the program content and skills taught.

Nevertheless, for preventive programmes, more has to be done as survey results from APASO and KPM show that students' overall satisfaction in psychological aspects and school atmosphere in the discipline area was reported lower than the average scores among Hong Kong schools. As affected by the prevalence of social media usage, the problems of substance abuse and bullying may need further highlights and education.

For indicated level, the communication among different parties was strengthened, contributing to a more effective cooperation in dealing with students with discipline and counselling needs.

Direction of Development for next year:

It is recommended that more holistic preventive work should be done to address the mental and social needs of students. Topics on bullying and self-discipline should be focused on so as to cultivate better psychological support and a positive school atmosphere. Moving forward, it is essential to work closely with the Student Support Team to provide targeted support for students with mental health challenges. By strengthening this collaboration, the school can ensure timely intervention and tailored assistance, while also implementing effective anti-bullying strategies to create a safer and more inclusive environment for all students.

6.6 *Moral and Civic Education Committee*

Aims / Objectives:

The aims of Moral and Civic (M&C) Education Committee are to foster students' concern to our neighbours, our society and our country; to develop students' sense of responsibility to be a global citizen; and to cultivate students' positive values and attitudes in the following areas: Positive Education, Moral and Ethical Education, Civic and National Education, Sustainable Development Education and Sexuality and Relationship Education.

Strategies and Progress:

Positive Education	• Introduction of VIA to S.1 students
	• Student's VIA Board in each classroom
	• Using the VIA mutual appreciation card during GLocal Week
	• WeZone Competition
	• New teachers' sharing on their character strengths in the Positive Education Instagram page
	• Using "Mind-roaming Card" to interact with students during Form Periods
	• Gratitude Week
	  ○ Writing thanksgiving cards to parents, teachers and classmates
	  ○ Exhibition boards on "Learning love languages and emotions" by SINCE Concept
	  ○ Game booths with positive encouragement operated by social workers and school counsellors
	  ○ Sharing a story of gratitude by an organ recipient from Hong Kong Organ Transplant Foundation during assembly
	  ○ 「團團」Music concert organized by CVCLTD and UNISON.HK to promote positive campus atmosphere and encourage students to face challenges positively
	• "Crystal Ball" making workshop and "Learning love languages and emotions" Exhibition was held on the Open Day
	• Positive Education activity for S.2 students led by an art therapist and a director from SINCE Concept on Jul 4, 2025, shared the meanings and reflections from the short videos about family and friendship.
	• A Parents' Talk focused on "Positive Parenting and Discipline" delivered by Ms. Viva Chan, an experienced social worker and member of the Hong Kong Parent Education Association, on Sep 27, 2024
	• Little Half Postcards and WuSoul Bible verses cards have been placed in all classrooms and floor-level toilets

Moral and Ethical Education	• Newly designed "My Journal" • School-based design bible scripture cards designed by an illustrator for teachers to encourage students

Civic and National Education	• Display of the National Flag and Regional Flag were conducted smoothly on every school day • A school national flag-raising team has been established, members were selected from the M&C Team, the Prefect Team and Student Council. • "Speech under the National Flag" was conducted in every Mondays' assembly • Top 10 news election was conducted • Students participated in the 「有問有答《基本法》問答比賽」 from Oct 31 - Dec 31, 2024 • Display of the 「觀塘區撲滅罪行委員會及秀茂坪警區合辦 - 「國安法知多 D」展板」 from Nov 25-29, 2024 • M&C ambassadors prepared speech to share with students on the National Constitution Day and National Security Education Day
Sustainable Development Education	• M&C ambassadors training was held on Sep 10, 2024 to empower ambassadors to maintain a green classroom • 20 students participated in Seahorse Rangers organized by the Ocean Park • 10 students joined the "Seahorse Rangers Pledging Ceremony cum Cultural & Creative Conservation Market" in the Ocean Park on Jan 11, 2025 • 16 students successfully completed the tasks required by the 學屆《3.30「國際零廢物日」》響應大行動 —「零廢挑戰」 and our school awarded the 「榮譽學校大獎」 • 274 students joined the Ocean Park Learning Day on Jul 7, 2025, to learn about the panda economy
Sexuality and Relationship Education	• S.1 ◦ 「男女相處界線」by Hong Kong Christian Service - 尊重異性的身體 - 建立清晰社交界線 • S.3 ◦ 「青結課程」by U-fire Networks - 面對及處理性誘惑／色情 ◦ 「珍愛課程」by Hong Kong Sex Culture Society - 預備自己，迎接真愛 - 來自上帝的真愛 • S.4 ◦ OLE(LE) - 愛情價值學 - 愛有序 - 為愛情定分界 - 知「情」識「性」 • S.5 ◦ 「小小生命」life story sharing by Miss To（杜慧妍傳道）from "Little Life" ◦ 戀愛桌遊–愛情價值卡 • S.6 ◦ Sharing of the 「利百加和以撒的浪漫愛情故事」by Form Coordinator

Reflection and Evaluation:

Gratitude Week, held from Nov 4-7, 2024, was a collaborative effort involving the L&S Faculty, Student Support Team, and Discipline & Counselling Team. Alongside the school beautification project, these initiatives significantly contributed to cultivating a positive school atmosphere and were well received. It is recommended that next year's thematic week continue to focus on promoting well-being.

Form teachers have become adept at using tools such as "My Journal," "Mind-roaming Cards," and encouragement cards to engage with students. These practices help teachers better understand students' needs and emotions, foster positive values, and support the development of self-esteem.

To strengthen students' sense of national identity and nurture national sentiment, the "Speech under the National Flag" initiative was implemented during Monday assemblies. Students and teachers jointly prepared speeches aligned with weekly themes. According to KPM17 statistics, notable improvements were observed from 2022-23 to 2024-25:

- Responsibility and obligations: 2.90 → 3.05
- Proud and love: 2.96 → 3.15
- National flag and anthem: 2.92 → 3.11
- Achievement: 3.05 → 3.21

Environmental awareness also saw growth with the installation of additional recycling facilities on campus. A new Used Clothes Recycle Bin, set up in collaboration with STCC in the car park, supported the launch of a waste reduction campaign. Students actively participated in Seahorse Rangers activities focused on sustainable development. It is advised to assign more teachers to support these efforts.

In response to the developmental needs of teenagers, the M&C Committee curated a diverse range of sexuality and relationship education activities. This year, various programs from different organizations were trialled. Following evaluation, the school will continue its partnership with the Hong Kong Sex Culture Society next year.

Direction of Development for next year:

To further enhance the positive campus atmosphere, the M&C Committee plans to consolidate the framework of VIA education. We will incorporate it and social-emotional learning into various school activities. We are also continuing to design and update positive education teaching tools for both teachers and students. Additionally, we are preparing for a partnership with Level@JC in the 2026-27 academic year to promote mental health on campus.

To enhance students' understanding of the Constitution, the Basic Law, and national security, we will continue to have students participate in quiz competitions on the Basic Law and national education. The M&C Committee will cooperate with the Citizenship and Social Development Subject to organize more experiential learning activities. Furthermore, we will continue to coordinate the group in charge of the Monday assembly to align the "Speech under the national flag" more effectively. Additionally, we will renew our flag-raising team by recruiting members from the junior form to improve its professional standards.

To arouse students' awareness of sustainability, we will continue to strengthen our waste reduction and recycling education. We will encourage students to recycle different types of items in school through various activities and training sessions. For sexual education, we will continue to nurture our students with correct values concerning sex through chapels and form periods. The M&C Committee will continue explore and modify programs for students to nurture their positive values and attitudes towards different aspects of Moral and Civic education.

6.7 *Dormitory Committee*

Aims / Objectives:

The Dormitory and Facility Extension Block enable the school to enrich students' learning experience.

- To enhance students' self-management skills
- To enrich students' social and communication skills through peer interaction
- To nurture spiritual growth

Strategies and Progress:

For the school year 2024-25, all S.1 students have the opportunity to complete a full dormitory programme with the schedule as follows: Autumn Session 1B, Winter Session 1D & 1E, and Spring Session 1A & 1C.

With current dormitory activities, such as the Orientation Week (BBQ, boardgame night, room decoration), and after-school activities including drama workshop, sports climbing, formal dinner, aim to provide opportunities for students to increase interaction with others and get more self-understanding.

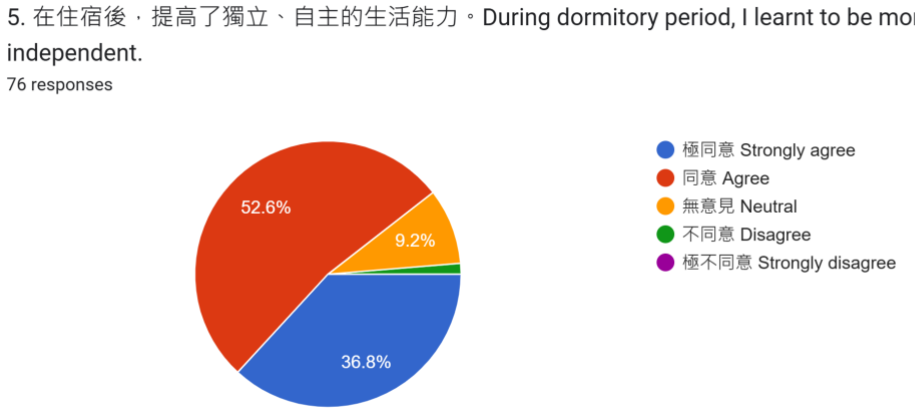
New activity – Celebration Party with parents on the last night of each session has been established this year. Parents have the chance to have dinner with students in the canteen and join the sharing session together.

Reflection and Evaluation:

Feedback from students

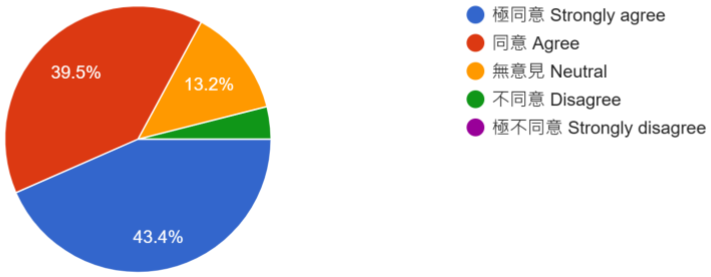
It is recognisable that almost 90% of S.1 students learnt to be more independent during the dormitory programme, and 85% of them agreed that the various kinds of activities have enriched their lives in the dormitory. Statistics also show that nearly 83% of students agreed that they had spent more time studying and doing revision compared to their usual practice.

- Questionnaire Data (Students):



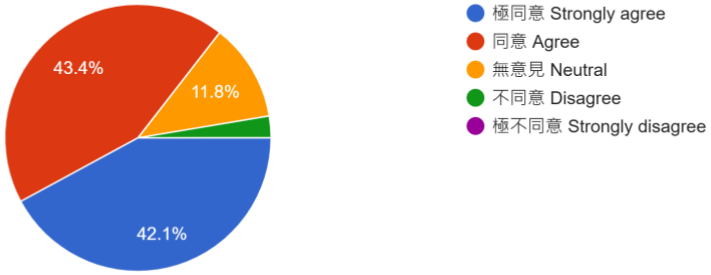
6. 在住宿期內，增加了溫習的次數及時間。During dormitory period, I spent more time and more often to study and do revision.

76 responses



10. 宿舍的各項活動能夠豐富我的宿舍生活。The activities arranged in Dorm could enrich my dormitory life.

76 responses

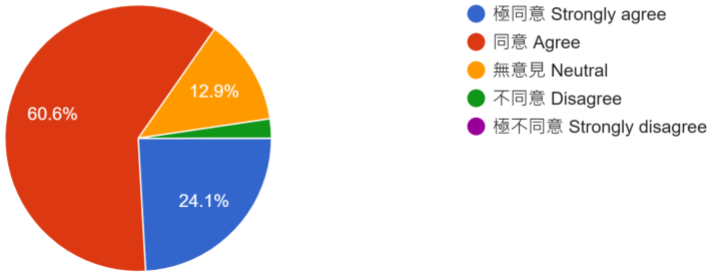


Feedback from parents

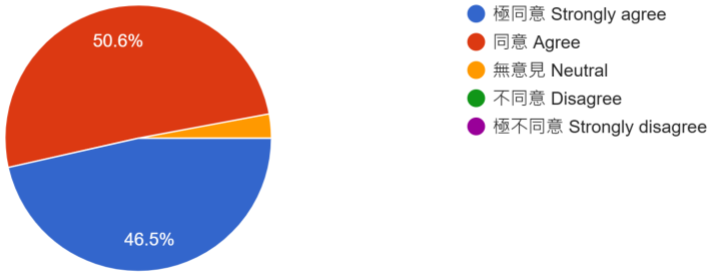
A great degree of support from parents has been recognised from parents for the dormitory programme. 96.5% of parents thought the dormitory programme helps the children to adapt to secondary school life easily and quickly. And up to 99.5% of parents agree that the activities arranged in the dormitory enriched children's dormitory life, hence the students could develop interpersonal skills. It is noted that over 85% of parents observed their children have improved both their learning attitudes and the self-discipline abilities.

- Questionnaire Data (Parents):

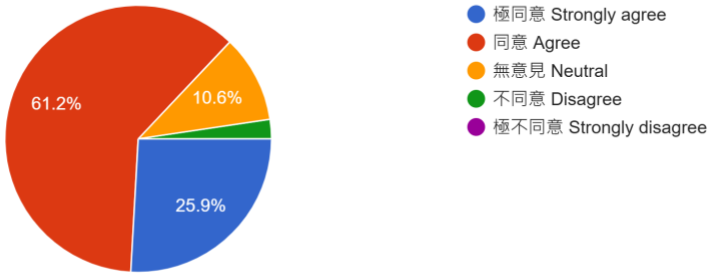
1. 住宿期間，子女改善了學習態度。During dormitory period, children have improved their learning attitudes.
170 responses



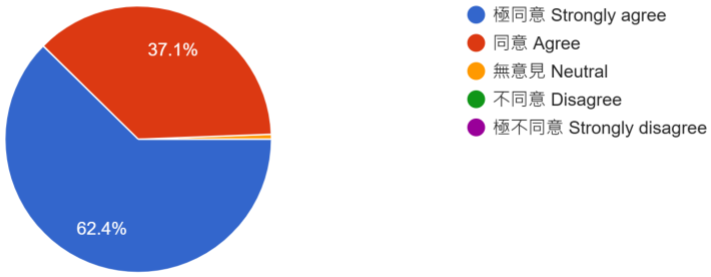
4. 子女能在住宿期間學習與人相處之道。During dormitory period, children learnt some relationship and communication skills.
170 responses



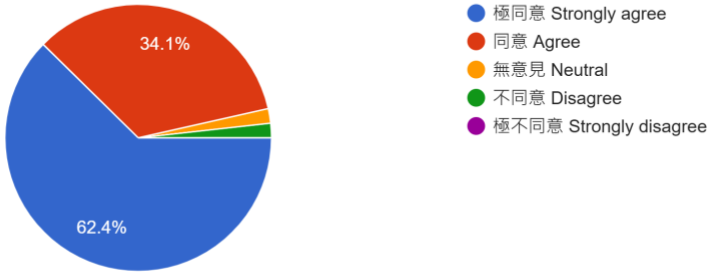
5. 經過住宿後，子女能提升自理能力。After living in dormitory, children's self-discipline has been strengthened.
170 responses



9. 宿舍的各項活動能夠豐富子女的宿舍生活。The activities arranged in dormitory could enrich children's dormitory life.
170 responses



10. 中一住宿計劃是一個能幫助子女適應中學生活的安排。S.1 dormitory programme can help children easier and quicker to adapt secondary school life.
170 responses



Direction of Development for next year:

For the coming year, we aim to create and build a sense of community among the students. Through different dormitory activities, students can learn to care not only for themselves but also for the people around them and the society, as the Bible teaches us.

We also intend to organize new activities/ workshops for students to discover themselves more, like their talents and interests, to encourage them to find their own aspirations.

<腓立比書 Philippians 2:3-5>

凡事不可結黨、不可貪圖虛浮的榮耀，只要存心謙卑、各人看別人比自己強。各人不要單顧自己的事、也要顧別人的事。你們當以基督耶穌的心為心。

Do nothing out of selfish ambition or vain conceit, but in humility consider others better than yourselves. Each of you should look not only to your own interests, but also to the interests of others. Your attitude should be the same as that of Christ Jesus.

6.8 Life-wide Learning

6.8.1 Exchange Program

Our school's exchange programme empowers students to explore the world and broaden their horizons. We offer both mainland and overseas opportunities, allowing students to experience different cultures, languages, and learning environments. These exchanges promote personal growth, global awareness, and independence, while enhancing communication and adaptability. With strong partnerships and well-structured programmes, students engage in enriching academic and cultural experiences that complement their studies. Whether through short visits or extended placements, each journey is a step towards becoming confident, open-minded global citizens.

Mainland:

Date	Activity	Participants
Sep 9, 2024	廣州南沙國家網絡安全宣傳周 2024 — 香港代表團	8 S.4 & S.5 students
Dec 11, 2024	廣州花東學校「繩動穗港澳，共迎全運會」校園交流活動	4 selected students
Dec 23-25, 2024	大灣區科創研學團	20 S.2 to S.5 students
May 15-16, 2025	中五級廣州、東莞歷史文化內地考察	S.5 HKDSE students
Jun 17, 2025	深圳職涯探索之旅	38 senior secondary students
Jun 27-Jul 1, 2025	南京及杭州歷史文化考察團	20 Chinese History (DSE) students
Jun 27-Jul 1, 2025	北京歷史文化考察及姊妹學校交流團	30 junior secondary students

Overseas:

Exchange students from our sister schools in Germany and Thailand.

Date	School	Exchange students	Host student(s)
Oct 12- Nov 9, 2024	Georg Müller Schule, Bielefeld, Germany	Aaron Krug	Wong Tsz Hei (4E)
		Marco Heintzmann	Shek Skyler (5A)
Apr 7-8, 2025	Christian Sangpratheep School, Ching Rai, Thailand	7 students	S.2 students during lessons. Thai students stayed outside school.
May 6-30, 2025	Freie Evangelische Schule Stuttgart, Germany	Mirjam Vöhringer	Accommodation: Wong Tak Yu (3A) Learning buddies: Chan Sze Wing (4C), Kwan Chin Wai (4B) & Kwan Tsz Yau (4A)
		Ronja Wende	

Date	School	Scholarship awardees
Jan 5-Feb 7, 2025	Georg Müller Schule, Bielefeld, Germany	Mak Hoi Fung (4E) Mok Zi Lam (4D)
Jun 30-Jul 25, 2025	Freie Evangelische Schule, Stuttgart, Germany	Kwan Chin Wai (4B) Kwan Tsz Yau (4A)
Jul 28-Aug 22, 2025	Pacific Coast Christian School, Australia	Dhakal Elisha Kei Yan (4A) Hung Yat Yiu (4A)

6.8.2 GLocal Week of Mission and Service (M&S)

During the 2024–2025 academic year, we continued to provide students with valuable opportunities to implement the Great Commandment—to love God and others—and the Great Commission—to share the gospel worldwide.

In GLocal Week, Secondary 3 to Secondary 5 students engaged in 10 local service activities designed to develop their skills in areas such as sports, music, wildlife and nature appreciation, and arts and crafts. These activities allowed students to serve diverse groups including the elderly, children, ethnic minorities, and animals.

In addition, 10 outbound Mission & Service trips were organized to destinations including China, Taiwan, Cambodia, Thailand, Sri Lanka, Indonesia, the Philippines, and Nepal. These trips provided students with the opportunity to serve children, communities, churches, slum schools, and orphanages.

These experiential learning programs cultivated spiritual growth and encouraged students and teachers to worship God sincerely, extend service to others, and foster personal and collective development.

6.8.3 Post- exam and summer tours

Eleven trips were held in the post-exam period.

Date	School	Participants
Jun 27, 2025	Shenzhen Life Planning Day Trip	Selected Students
Jun 27-29, 2025	Macau Mission Trip	
Jun 27-Jul 1, 2025	Beijing Study & Sister School Exchange Trip	
	Nanjing & Hangzhou Study Trip	
	M&S Thailand Mission Trip	
	Tainan STEAM Trip	
	Tokyo Chinese Literature Trip	
	Taiwan Volleyball Trip	Volleyball Team
Jul 6-14, 2025	Spain Mission Dance Trip (Dance World Cup 2025)	Mission Dance Team
Jul 23 - Aug 5, 2025	Kenya Learning Trip	Selected Students
Jul 27 - Aug 2, 2025	Osaka Expo Learning Trip	

6.9 Student Achievement and Gifted Education

To fully develop students' strengths and enrich their experience, within and beyond academic subjects and co-curricular activities, the Student Achievement and Gifted Education (SAGE) programme has helped students understand themselves, broaden their vision, go beyond their limits and grow holistically by:

1) Recommendations for students to participate in external courses;

2) Nominations for awards and scholarships and

3) Dream Project Scheme

6.9.1 Recommendations for students to participate in external courses

Based on the SAGE Committee's recommendations, students with talents in a wide range of subjects were selected to participate in programmes for the gifted, organized by EDB and local institutes.

- 1 student was nominated to "HK 200" Leadership Project by Hong Kong Federation of Youth Groups.
- 4 students were nominated and admitted to CUHK Gifted Program and HKUST Dual Program.
- 1 student was participated in Beijing VA summer course held by EDB.

6.9.2 Nominations for awards and scholarships

The SAGE Committee made sixteen nominations for external awards and scholarships, including Uplift Scholarship, Hong Kong Outstanding Students Award, Ng Teng Fong Charitable Foundation, Sir Robert Black Trust Fund Grants, Youth Arch Student Improvement Award and Sir Edward Youde Memorial Prizes. As a result of the nominations, eleven students received awards and scholarships.

6.9.3 Dream Project

The Dream Project aims to encourage students to realize their dreams by providing financial assistance and support for their self-initiated projects. Participating students took the initiative to plan and manage their projects under teachers' supervision. In 2024-2025, there were eight teams submitting proposals and they were successfully executed and the students attained a very fruitful experience.

6.10 Home-School Cooperation

Not only does successful parent involvement improve student behaviour, but it also positively affects student achievement. Our school fosters quality home-school cooperation. There are different opportunities for parents to be involved in the school; we promote communication between parents and school, we encourage parents to help as volunteers in school events, and we also provide parents with learning activities. Our school puts school parent programs in the following three broad categories:

6.10.1 Communicating

Our school provides different opportunities for parents to communicate with the Principal, the Form Teachers and Subject Teachers. The regular Principal's letters, e-class notices & announcements, electronic mails and individual phone calls are very important communication channels in our school. These channels keep parents updated of school events and allow parents to have easy access to teachers.

According to the questionnaire analysis, parent interviews and through observation, Parent-Teacher Happy Hour (PTHH) is always one of the most popular school events for parents. Parents and teachers can have informal chat in a relaxing atmosphere. There were three PTHHs in the school year.

It is our tradition that all new parents of S.1 were cordially invited to have breakfast with the Principal by class. A total of 15 breakfast gatherings were held from September to October, which offered a good chance for parents to share their concerns and comments. Our Principal also invited individual parents of other forms to have breakfast with him throughout the year.

The Parent-Teacher Association (PTA) in our school is a very important channel to facilitate communication between school and all parents. According to the Constitution, the term of office for parent officers is a two-year period from January 1 to December 31 in the following year, the officer team is composed of seven parent officials and four teacher officials. Active parent participation is highly valued as we work together to build an ideal campus for our children.

Chairlady:	Mrs. Joanna Lee
Vice Chairlady:	Mrs. Sandy Wong, Mrs. Kwok Lee Hoi Yan (Vice Principal)
Treasurer:	Mrs. Angel Pong, Mrs. Lok Cheung Ka Yee (Teacher)
Secretary:	Mrs. Karen Chan, Mrs. Annie Lau (Teacher)
Member:	Mrs. Diana Chan, Mrs. Fiona Yung, Mr. Andy Lam and Mrs. Yip Chow Sau Han (Assistant Principal)

The PTA organizes different school-based home-school activities, parent-student activities and parent education programs. These activities are held at different time throughout the year so as to accommodate the needs of different parents (including moms and dads) and develop the bonding among parents. Parents are welcome to join different interest groups (Friday). We have all enjoyed and appreciated parents' effort. Moreover, PTA organizes the fruit days and the sale of second-hand uniform, encouraging a healthy and environmentally-friendly environment in the school.

There are two Parents Days held each year after the winter and spring session. Parents, Form Teachers and Assistant Form Teachers discuss together students' overall development, aiming at enhancing students' performance and achievement. Parents' Nights are arranged for S.3, S.4 and S.6 parents to meet for special purposes such as senior secondary subject selection, JUPAS and NLC application and results release.

We also strengthen the parent-teacher relationships through home visits. We arranged two home visits last year. These visits were very meaningful for us to understand our students better.

6.10.2 Parent helpers

We are gratefully supported by a group of dedicated parents who contribute their time and efforts to meet different school needs. In 2024-2025, a total of around 170 parent volunteers were involved in school activities, like Open Day, Fruit Days, life planning and job shadowing, CCA and students and parents' interest groups, etc.

Parents are also invited to join the school administration groups, such as the Parents Teachers Association and the School Management Committee, etc.

6.10.3 Parenting

Apart from students, parents in our school also need to learn. Together with our church (UCCC), our school helps families with their parenting skills by providing parent classes on teenagers' developmental stages.

A half-day orientation was held in August for the S.1 new parents to help them prepare for the adjustment of their children's challenging new school life.

S.1 parents were required to attend four compulsory talks in September and October. The four talks allowed parents to have a deeper understanding of the four major areas in UCCKE: Academic affairs, Discipline & Counselling, Co-curricular Activities, Moral & Civic, Dorm Life and Spiritual Affairs. Parents enjoyed the talks very much. Most parents used this opportunity to know other parents and a strong sense of belonging was fostered in the parents' community.

6.11 Connecting with Alumni

The United Christian College (Kowloon East) Alumni Association (UCCKEAA) is comprised of eight alumni, four teachers and the Principal.

Chairperson:	Ms. Charlene Kwan
Vice-chairperson:	Mr. Ronald Tan
Promotion & Design:	Ms. Chong Wing Lam
Secretary:	Ms. Chung Cheuk Wing
Treasurer:	Mr. Lam Sheung Yin (Alumni & Teacher)
Recreation:	Mr. Lau Tsz Kin, Ms. Shiu On Sum
Communication:	Ms. Lai Hin Kiu
Consultant:	Dr. Cheng Kin Tak Samuel (Principal)
Teachers:	Mrs. Kwok Lee Hoi Yan (Vice Principal), Mrs. Wong Chong King Ting (Teacher) and Mrs. Lok Cheung Ka Yee (Teacher)

UCCKEAA aims to maintain close contact with our alumni. We held the Annual General Meeting in July 2025 to connect with them. We have also set up social media pages and WhatsApp groups to engage with our alumni. Lunch meetings with alumni studying at HKU (October 28, 2024), CU (November 18, 2024), HKBU (April 7, 2025) and HKUST (May 13, 2025) were arranged, with our principals visiting their campuses to show support. To connect with alumni who were studying or working overseas, gatherings in Vancouver (December 29, 2024), Melbourne (May 24, 2025) and Sydney (May 30, 2025) have been organised.

Strengthening connections among alumni and encourage collaboration is one of our target, we provide opportunities for them to serve the school and their students. A significant number of alumni returned to support our life planning activities, the S.6 sharing session on university programs, and the DSE results release day.

To enhance alumni's sense of belonging to the school, tailor-made alumni souvenirs have also been created. Alumni ball games were organized for alumni to enjoy the fellowship between teachers and peers. We strive to connect with all alumni and keep in touch with them throughout their university and professional lives.

7. Student Performance

Interdisciplinary · Co-Explore Hong Kong Secondary School Student Creative Competition 2024	
	Most Popular Award
3A	*CHOI WING YAN*
3A	*HO LOK YIU*
3C	*HANS-FEBIE MICHELLE*
Green Innovation Competition 2024	
	Champion
2A	*HUI YIK HIM ENOCH*
2A	*LIU ALICE XINXUAN*
2A	*CHUNG HO HIN*
Creative Coder Competition 2023/24	
	Silver Award
5A	*SHEK SKYLER*
5B	*LAW YAT HEI RUSSELL*
5B	*YAU SHUN HEI*
Creative Coder Competition 2023/24 (Mission Encounter)	
	Master Coder
5A	*SHEK SKYLER*
5B	*LAW YAT HEI RUSSELL*
5B	*YAU SHUN HEI*
World Robot Olympiad 2024 - Hong Kong Selection (Future Innovators)	
	Gold Award
2B	*LAM JAIDEN GABRIEL*
3B	*LIU ALICE XINXUAN*
3B	*CHUNG HO HIN*
4D	*WONG DIK SANG DICKSON*
4D	*LIM LIK HANG*
5A	*HUI SHING LOK*
Cyber Attack and Defence Elite Training Cum Tournament - Student Category	
	Gold Award
5A	*HUI SHING LOK*
5A	*LEE HOI LAI*
5B	*HO TSZ LOK AUSTIN*
Cyber Attack and Defence Elite Training Cum Tournament - Physical Competition	
	Bronze Award
4B	*CHEUNG JUDAH*
5A	*HUI SHING LOK*
5A	*LEE HOI LAI*
6C	*WONG CHIT HEI*

F1 in Schools Hong Kong	
	2nd Runner-up, Best enterprise management award, Best brand promotion award
4A	*HO TSZ WING ANDREW*
4B	*LOK CHUN YUEN*
4C	*KWOK PAK YU*
4C	*LAU CHUN HANG*
4D	*LIM LIK HANG*
4E	*LI LAP YIN*
"Digi-Science" Video Production Competition for Secondary School 2023-2024 (Senior Secondary Division)	
	Outstanding performance
23-24 4D	*WAN HIU YIN*
23-24 4E	*NGAN CHING HEI*
5D	*WONG YU FEI HANNA*
iGEM Competition 2024	
	Gold medal
4E	*KO TIK KESNIEL*
5A	*HO YING TUNG*
5D	*TSE CHUNG SUM*
5D	*WONG YU FEI HANNA*
6B	*LO NGA LAM*
6D	*WONG JANICE*
6D	*WONG SHUN LAM*
6D	*YAN HOI SHUN*
6E	*CHAU TIN LOK JOSEPH*
6E	*FUNG LONG YIN*
6E	*LI YAU*
6E	*WONG CHUN NING DAVIN*
	Best Measurement (High School)
4E	*KO TIK KESNIEL*
5A	*HO YING TUNG*
5D	*TSE CHUNG SUM*
5D	*WONG YU FEI HANNA*
6B	*LO NGA LAM*
6D	*WONG JANICE*
6D	*WONG SHUN LAM*
6D	*YAN HOI SHUN*
6E	*CHAU TIN LOK JOSEPH*
6E	*FUNG LONG YIN*
6E	*LI YAU*
6E	*WONG CHUN NING DAVIN*

Chemists Online Self-study Award Scheme 2024	
	Diamond
23-24 4B	*LEUNG TOU*
23-24 4D	*WAN HIU YIN*
23-24 4E	*NGAN CHING HEI*
23-24 4E	*LI JOY CHING*
5A	*CHAN KWAN SHING*
5A	*CHAU SZE WING*
5A	*FONG PAK HEI*
5A	*LAI CHUNG TIN*
5A	*LAM YAT LUN*
5A	*LEE CYRUS*
5A	*LAM ZI CHING*
5A	*LIN MAN SIN CINDY*
5A	*NG WANG HEI*
5A	*SO YU HEI*
5A	*WONG HEI YEE*
5A	*WONG TSZ YAT*
5A	*YEUNG HIU YUEN LEONIA*
5B	*CHONG HAU CHING*
5B	*HO TSZ LOK AUSTIN*
5B	*LAM JOI YU*
5B	*LEUNG INES*
5B	*LUI YI MAN*
5B	*SUEN HOI CHING*
5B	*WONG LOK YI JOYCE*
5B	*YAU YUET TONG*
5C	*CHUNG HEI YIN*
5C	*LEE TSZ HIM*
5C	*WONG KA YI*
5C	*WONG SUM YUET*
5C	*YAU YUET CHING*
5D	*CAYDEN CHU*
5D	*CHAN CHUNG MING MOSES*
5D	*CHAN SZE CHAI*
5D	*CHAU MIA KATELYN*
5D	*CHEUNG CHUN HIM*
5D	*FUNG HO CHING*
5D	*KWAN YAT LONG CHRIS*
5D	*LEE ZHE*
5D	*LEUNG NGA YUNG*
5D	*PANG HOI CHING*
5D	*TSANG TIN YUET*
5D	*TSE CHUNG SUM*
5D	*WONG TIN NAM*
5D	*WONG YU FEI HANNA*
5D	*LAI KIN SHUN*
5E	*CHAN WING SUM*
5E	*HO SHUN CHI*
5E	*LEE CHEUK LOK ANDRE*
5E	*TANG RUI MIN*
5E	*WONG SZE YUEN*
5E	*WONG TSZ YUI*
	Platinum
5C	*LAU MELVIN KA CHEUK*
5C	*LEE TSZ LOK*
5C	*SIN SZE HANG*
5D	*CHOI SHING YAU*
5E	*IP HOI HIN ADRIAN*
5E	*YAU LAP YAN*
	Gold
5E	*CHAN PAK WING*
	Silver
5D	*CHU WING YAN CHLOE*
5E	*TAM WAI HANG JOYCELYN*
	Bronze
5C	*LIU SUM CHIT*
	Bronze, Most-liked Video Award
23-24 4E	*NGAN CHING HEI*

The 4th Hong Kong Secondary School Cosmetic Formulation Competition	
	Certificate of Participation
5A	*YEUNG HIU YUEN LEONIA*
5B	*YAU YUET TONG*
5C	*LEE TSZ LOK*
5C	*YAU YUET CHING*

CityUHK Science Video Competition 2024	
	Bronze Award, *Most-liked Video Award*
5D	*CHEUNG CHUN HIM*
5D	*CHOI SHING YAU*
5D	*KWAN YAT LONG CHRIS*
5E	*CHAN WING SUM*
5E	*YAU LAP YAN*
	Certificate of Participation
5A	*LAM ZI CHING*
5A	*WONG HEI YEE*
5A	*YEUNG HIU YUEN LEONIA*
5B	*SUEN HOI CHING*
5B	*YAU YUET TONG*
5C	*WONG KA YI*
5C	*YAU YUET CHING*
5D	*TSANG TIN YUET*

第五屆全港中學生環境污染常識網上問答比賽	
	Certificate of Participation
5A	*LAM ZI CHING*
5A	*YEUNG HIU YUEN LEONIA*
5B	*LEUNG INES*
5B	*LUI YI MAN*
5C	*YAU YUET CHING*
香港文藝協會 全港十八區 中文硬筆書法比賽 觀塘區	
	銀獎
1C	*WAKIL MINSA*
1C	*YOOK ESTHER*
2C	*NDEM AMBASSA DANIEL DAVID DENNIS*
2C	*WONG HAILEY*
3C	*CHADHA AARNA*
3C	*JANG JIU*
3C	*PEER MOHAMED AARIZ*
4C	*SITCHON KAIREEN JHANZELLE ROSARIO*
5C	*LO SUEN HEI*
6C	*LAU CHOLE*
	銅獎
1C	*CHAN CHUN HENG ASTON*
1C	*CHAU IAN JOESPH*
1C	*WONG PAN TSUN*
2C	*LO SUEN YEE KALEB*
2C	*MADEC MARINA NELLIE ROSE*
2C	*MUKHERJEE AADYA*
2C	*BHATTI BAASIT ALI*
4C	*JAZEL ANN THOMAS*
5C	*DURAN ORHAN*
6C	*LO SUEN YAN SHARON*
	參與獎
5C	*BHATTI MAJID ALI*
亞洲兒童才藝交流網 亞洲兒童及青少年 冬季中文書法比賽 2025 中學組	
	金獎
4C	*SITCHON KAIREEN JHANZELLE ROSARIO*
	銀獎
1C	*CHAN CHUN HENG ASTON*
1C	*CHAU IAN JOESPH*
1C	*WAKIL MINSA*
1C	*WONG PAN TSUN*
2C	*MADEC MARINA NELLIE ROSE*
2C	*NDEM AMBASSA DANIEL DAVID DENNIS*
2C	*WONG HAILEY*
3C	*CHADHA AARNA*
3C	*PEER MOHAMED AARIZ*
5C	*LO SUEN HEI*
	銅獎
1C	*YOOK ESTHER*
2C	*LO SUEN YEE KALEB*
2C	*MUKHERJEE AADYA*
2C	*BHATTI BAASIT ALI*
3C	*JANG JIU*
4C	*JAZEL ANN THOMAS*
5C	*DURAN ORHAN*
	參與獎
5C	*BHATTI MAJID ALI*
星島第四十屆全港校際辯論比賽（中文組）	
	最佳進步獎
3D	*CHOW LOK YAN*
4E	*CHAN YUEN YING CELINA*
4D	*CHEUNG HOI YING*
Harvard Prize Book Award	
	Prize Winner
5A	*HUI SHING LOK*
5B	*YAN YUET TONG*
5C	*YAU YUET CHING*
華夏盃 初賽 2025	
	二等獎
1B	*CHAN WAI SUM*
1C	*CHOI SIN NGA*
1E	*LAM WAI KIU*
1E	*NGAN HUNG POK*
2A	*WU YU RUI MINI*
2B	*ZHENG SOPHIE*
	三等獎
2A	*WU YU RUI MINI*
2D	*LAM CHING LONG*
華夏盃 晉級賽 2025	
	二等獎
2B	*ZHENG SOPHIE*
	三等獎
1E	*LAM WAI KIU*
2A	*WU YU RUI MINI*
華夏盃 總決賽 2025	
	三等獎
1E	*LAM WAI KIU*
AIMO 港澳盃初賽 2025	
	銀獎
1D	*WU HAN BO*
	銅獎
2D	*LAM CHING LONG*

AIMO 晉級賽 2025 (P2-SS)	
	銅獎
1D	*WU HAN BO*
Battle of the Bards 2025 (Monologue ages 15-18)	
	Champion
5C	*LO YEE LAM BETHEL*
全港青年 AI Master 應用科技創意大獎	
	Merit Prize
4D	*LUK CHUN YUEN*
4D	*MOK ZI LAM*
4D	*WONG DIK SANG DICKSON*
4D	*LIM LIK HANG*
5A	*HUI SHING LOK*
2024 Robo Genius 系列挑戰-香港選拔賽 - 新星行動中學組	
	二等獎
1B	*LEE HIU KAI*
1C	*MARCHESI ENZO*
	三等獎
1A	*TSANG CHEUK HEI IAN*
1B	*CHAN CHUN YU ELVIS*
3B	*CHUNG HO HIN*
3B	*LIU ALICE XINXUAN*
4B	*LOK CHUN YUEN*
4C	*KWOK PAK YU*
AI 機械人十八區邀請賽（觀塘區）中學組	
	亞軍
3B	*CHUNG HO HIN*
3B	*LIU ALICE XINXUAN*
	季軍
1A	*TSANG CHEUK HEI IAN*
1B	*LEE HIU KAI*
	二等獎
1A	*TSANG CHEUK HEI IAN*
1B	*LEE HIU KAI*
3B	*CHUNG HO HIN*
3B	*LIU ALICE XINXUAN*
WRC 2025 香港區選拔賽 - 新星行動 - 中學組	
	一等獎
1B	*CHAN CHUN YU ELVIS*
1B	*LEE HIU KAI*
	二等獎
2D	*KOON CYRUS*
3B	*CHOW TSZ YAN*
	三等獎
1A	*TSANG CHEUK HEI IAN*
1B	*YAN CHING CHI*
3B	*CHUNG HO HIN*
3B	*LIU ALICE XINXUAN*
STEM Racing Hong Kong – Development Class	
	1st Runner Up
2B	*WU HIN MING*
3A	*CHOI BOAZ*
3C	*CHAN KAI HO*
3D	*KO HAZEL*
3E	*TONG TSZ WING*
3E	*LEUNG WAI MAN*
	2nd Runner Up
3B	*SHEK YUI HIM*
3B	*KWONG TEXAS TSAN WO*
3B	*HO PAK HEI*
3B	*HUANG SHING LEONG*
3C	*TSANG YAT HEI*
Hong Kong Robotic Olympiad 2025 Servo Motor Heavy Weight Humanoid Robot Free Fighting Competition	
	3rd place
1B	*CHAN CHUN YU ELVIS*
1B	*LEE HIU KAI*
1D	*WU HAN BO*
1E	*TSOI SUET YING NOELLE*
2B	*KWOK HIN LOK ENOCH*
3B	*CHEUNG TSIN FUNG MAXSON*
3D	*SIU YIU TIFFANY*
學界《3.30「國際零廢物日」》響應行動 2025	
	傑出學生
1B	*CHENG YU HIN*
1B	*HO CHUN YIN*
1B	*LEUNG KA WAI*
1B	*LOK TSZ YU*
1B	*LEUNG PAK YIN*
1D	*CHEUNG PAK HEI*
1E	*YEUNG CHUNG YI*
2B	*CHENG ETHAN CHI LONG*
2C	*LEUNG YUI TO*
2E	*HO HEI MAN*
3C	*CHENG CHUN HIN*
3E	*HUI LOK MAN*
4A	*CHUNG SIN MAN*
4B	*CHAN MAN HEI*
4C	*LEE HEI TUNG*
5B	*WONG LOK YI JOYCE*

Analytical Chemistry Challenge for Secondary Student (2024/25)	
	Certificate of Achievement (Best Performing Team in the School Preliminary Heat)
5A	*YEUNG HIU YUEN LEONIA*
5B	*YAU YUET TONG*
5C	*YAU YUET CHING*
	Certificate of Participation
5A	*CHAN KWAN SHING*
5A	*FONG PAK HEI*
5A	*KWONG YAT LONG*
5A	*LAI CHUNG TIN*
5A	*LAM YAT LUN*
5A	*LEE CYRUS*
5A	*LIN MAN SIN CINDY*
5A	*NG WANG HEI*
5A	*SO YU HEI*
5A	*WONG HEI YEE*
5A	*WONG TSZ YAT*
5B	*CHONG HAU CHING*
5B	*LAM JOI YU*
5B	*LEUNG INES*
5B	*LUI YI MAN*
5B	*SUEN HOI CHING*
5B	*TSE PUI KI*
5B	*WONG LOK YI JOYCE*
5C	*CHUNG HEI YIN*
5C	*IP TSZ MONG*
5C	*LAU MELVIN KA CHEUK*
5C	*LEE TSZ HIM*
5C	*LEE TSZ LOK*
5C	*LIU SUM CHIT*
5C	*SIN SZE HANG*
5C	*WONG KA YI*
5C	*WONG SUM YUET*
"Digi-Science" Video Production Competition for Secondary Schools 2024-2025	
	Certificate of Participation
5A	*FONG PAK HEI*
5C	*SIN SZE HANG*
5C	*LO YEE LAM BETHEL*
Hong Kong Brain Bee Competition 2025	
	Certificate of Participation
4A	*MAK SZE WAH*
4A	*TSE HILL SUN*
5A	*YEUNG HIU YUEN LEONIA*

Forensic Hunter 2025	
	Certificate of Participation
5D	*CHEUNG CHUN HIM*
5D	*LEUNG PAK HEI*
5E	*WONG SZE YUEN*
5E	*LEUNG PAK HO*
Junior Secondary Science Online Self-Learning Scheme 2025	
	Gold Award
3A	*DO YIU LUN*
3E	*CHUNG HOI YING ELLY*
3E	*LEE CHEUK HIM ANDIE*
3E	*TANG HO KIU ABIGAIL*
3E	*WONG PAK HEI*
3E	*YU MAN LUNG*
	Silver Award
3B	*NG MAN SHAN*
	Participation Award
3C	*NG MAN LOK*
3E	*ZHANG YEE NOK*

(慶祝中華人民共和國成立 75 周年) 全港區際五人足球比賽	
	季軍
2A	*YIP LONG HEI*
2A	*YEUNG YUET LONG*
2C	*EXPOSITO RODRIGUEZ SANTIAGO SIUHONG*
2D	*NG YUI HIM*
2D	*IP CHUN HIN ALDEN*
3A	*LAI YUI HANG*
3B	*WONG TZE YUI*
3C	*LEUNG BAK KIU*
3C	*LEE WAI LONG*
3D	*LEUNG HO YIN HIGGS*
3D	*LEE TSZ WAI*
亞洲青少年室內射箭公開賽 (香港 2024)(星章賽)	
	女子反曲弓 U18 組第三名
6A	*CHAN WAI SUM*
All HK Inter-Secondary Schools 3x3 Basketball Marathon 2023-2024	
	Girls Senior Grade Merit
4C	*CHAN SUET YING*
5C	*CHAN HIU CHING*
5E	*IP TSZ HIN*
6A	*CHAN SUM YU*
6A	*NG SIN LING*
All Hong Kong Schools Jing Ying Table Tennis Tournament	
	Boys Doubles Merit
1D	*YAU ERNEST*
2D	*SIU PAK YIN*
Inter-School Swimming Competition 2024-2025 (Division Three Kowloon One)	
	Boys B 100m Breast Stroke 3rd Place
3E	*LEUNG WAI MAN*
	Boys B 200m Breast Stroke 3rd Place
3E	*LEUNG WAI MAN*
	Boys C 50m Breast Stroke 2nd Place
2A	*KO CHING LAM*
	Boys C 50m Back Stroke 2nd Place
1A	*LAM CHUNG HEI*
	Boys C 50m Free Style 3rd Place
1A	*LAM CHUNG HEI*
	Boys C 50m Butterfly 1st Place
2E	*YEN KA HANG*
	Boys C 200m Individual Medley 1st Place
2E	*YEN KA HANG*
	Girls A 100m Back Stroke 2nd Place
4C	*LEE LOK YAN*
	Girls B 50m Butterfly 2nd Place
3E	*TONG TSZ WING*
	Girls B 50m Free Style 3rd Place
3E	*TONG TSZ WING*
	Girls C 200m Individual Medley 4th Place
1D	*FUNG TSZ YING*
	Boys C 4x50m Free Style Relay 1st Place
1A	*LAM CHUNG HEI*
2A	*KO CHING LAM*
2A	*LAW TSUN YIN*
2B	*CHENG ETHAN CHI LONG*
2E	*YEN KA HANG*
	Girls C 4x50m Free Style Relay 2nd Place
1B	*TAI LOK CHING*
1D	*FUNG TSZ YING*
1D	*YANG ZHIYU*
2C	*HO TSZ CHING*
2E	*HO HEI MAN*
	Boys C Overall 1st Place
1A	*LAM CHUNG HEI*
1C	*WONG PAN TSUN*
2A	*KO CHING LAM*
2A	*LAW TSUN YIN*
2B	*CHENG ETHAN CHI LONG*
2E	*YEN KA HANG*
Inter-School Volleyball Competition 2024-2025 (Division Two) Boys	
	Boys A Grade 3rd Place
5A	*LAM YAT LUN*
5A	*LEE CYRUS*
5A	*LUI LOK*
5B	*HO TSZ LOK AUSTIN*
5B	*LEE KWAN YUET*
5C	*BHATTI MAJID ALI*
5C	*CHUNG HEI YIN*
5C	*IP TSZ MONG*
5C	*KEI CHEUK YIN*
5C	*LEUNG TSZ FUNG*
5D	*CHAN SZE CHAI*
6B	*WONG CHUNG SANG*

Inter-School Basketball Competition 2024-2025 (Division Three - Kln 1) Boys	
	3rd Place
2D	*CHAN KEI NOK*
2E	*CHAN NOK TIM*
3C	*CHONG KAI CHUN CLAYTON*
3E	*CHENG HEI SHUN*
3E	*IP CHUN YIN*
3E	*KWAN HO YOUNG*
3E	*KWOK HUI TSUN*
3E	*LUK SZE LONG MIKA*
3E	*WONG YEUK TO*
4A	*AU PAAK KI*
4B	*LEUNG NGON YIN*
4B	*LOK CHUN YUEN*
4D	*LEUNG KING YEUNG*
4D	*SZE MING LOK*
4E	*KAM CHI HIM MATTHEW*
Inter-School Table Tennis Competition 2024-2025 (Division Three - Kln 1) Boys	
	Boys A Grade Champion
2D	*SIU PAK YIN*
4E	*LEE RONG*
5B	*LEE KWAN YUET*
5E	*SIM CHING HEI*
6C	*FUNG TSZ CHUN*
2024-2025 年度香港青少年室外射箭公開賽	
	男子反曲弓新秀組亞軍
2A	*CHAN YAU HIM*
Inter-School Cross Country Competition 2024-2025 (Division Two)	
	Girls B Individual 9th Place
4C	*SO KEI TING*
Inter-School Cross Country Competition 2024/2025 (Division Three Area One)	
	Boys A Individual 9th Place
5E	*SIM CHING HEI*
Inter-School Athletics Competition 2024/2025 (Division Two)	
	Girls A Long Jump 3rd Place
5B	*HO SIENNA*
	Girls A Shot Put 1st Place
5B	*LEE LOK YAU*
	Girls A Discus Throw 4th Place
5B	*LEE LOK YAU*
	Girls A 400m 4th Place
5C	*LIU SUM CHIT*
	Girls A High Jump 1st Place
5C	*YAU YUET CHING*
	Girls A 4x400m Relay 2nd Place
5A	*YEUNG WING KEI*
5A	*LAM ZI CHING*
5C	*LIU SUM CHIT*
5C	*VONG NOK YIU HUETTEY*
6B	*FU WAN KI*
6C	*LEUNG NGA YIN*
	Girls B Javelin Throw 2nd Place
4B	*HUI CHI TUNG*
	Girls B 1500m 2nd Place
4C	*SO KEI TING*
	Girls C Shot Put 1st Place
2C	*SIU HUI YING*
	Girls C High Jump 4th Place
1C	*WU VICKY*
香港學界巧固球錦標賽 2024-2025	
	W15 亞軍
1B	*LEUNG KWAN HO*
2B	*TANG PUI YU*
2C	*SIU HUI YING*
2E	*KWOK WING KIU*
3A	*MAN WING LAM*
3B	*CHOW TSZ YAN*
3B	*LIU ALICE XINXUAN*
3C	*HO YUI HANG*
	M15 季軍
2D	*IP CHUN HIN ALDEN*
2D	*KOON CYRUS*
2D	*NG YUI HIM*
2D	*WONG LONG KA*
2E	*CHEUNG LONG HIN*
3C	*HUI YIK HIM ENOCH*
3E	*LEUNG WAI MAN*
	W18 亞軍
4B	*CHAN SIK YIN*
4B	*HUI CHI TUNG*
4B	*LAM CHING YAN*
4B	*YUM PUI GA ZOE*
5A	*CHAU SZE WING*
5A	*HO SUM YIN*
5B	*CHAN DORCAS*
5B	*KWAN CHING LAM*
5C	*WONG SUM YUET*
6C	*LEUNG NGA YIN*

全港學界精英田徑(團體) 比賽	
	女子組鉛球亞軍
5B	*LEE LOK YAU*
全港學界武術比賽 2024	
	男子中學乙二組: 自選劍術第一名 *男子中學乙二組: 自選長拳第二名* *男子中學乙二組: 傳統拳金獎* *男子中學乙二組: 傳統短兵器銅獎* *個人競賽項目全能第三名*
3E	*LEUNG WAI MAN*
春季 5X5 籃球邀請賽(男子青年組)	
	Champion
1B	*CHAN CHUN YU ELVIS*
1B	*CHAN YAT YIN*
1B	*KEI CHEUK HANG*
1B	*LAM YIK HEI*
1B	*MO WENKAI*
1E	*CHAN CHING YIU*
1E	*LAM CHEUK YU*
2A	*WONG TING HEI*
2C	*NG TIN LONG*
2C	*SUN JOE CHING*
2C	*WU TSZ YIN*
2C	*FU PAK HO DONALD*
2E	*KO TSZ WAH*
Inter-School Table Tennis Competition 2024-2025 (Division Three - Kln 1) Boys	
	Boys C Grade Second Place
1B	*TAI WING LOK JONATHAN*
1C	*CHAN CHUN HENG ASTON*
1C	*CHAN HIN CHIU*
1D	*LAM YAN HING*
1D	*YAU ERNEST*
1D	*WONG TANG SEN*
2E	*HO CHIT LONG*
	Boys' Overall Second Place
1A	*CHAN TSZ HO*
1B	*TAI WING LOK JONATHAN*
1C	*CHAN HIN CHIU*
1D	*LAM YAN HING*
1D	*WONG TANG SEN*
1D	*YAU ERNEST*
1D	*LI YUANSHENG*
1E	*TSUI MING TAK*
2A	*YEUNG PING HEI*
2D	*SIU PAK YIN*
2E	*HO CHIT LONG*
3C	*NG MAN LOK*
4E	*LEE RONG*
5B	*LEE KWAN YUET*
5E	*SIM CHING HEI*
6C	*FUNG TSZ CHUN*
Inter-School Football Competition 2024-2025 (Division Two - Kln 3) Boys C Grade	
	Third Place
1A	*TSE SHEUNG CHING*
1B	*LAM PAK LONG*
1C	*CHAU IAN JOSEPH*
1C	*LING HEI NOK*
1D	*CHEUNG PAK HEI*
1D	*TAM KA HEI*
1D	*YU SHUN ON TIMOTHY*
1E	*HO PAK YIN JULIAN*
1E	*LAU MUK YIN*
1E	*LEE TSZ YAU*
2A	*YIP LONG HEI*
2A	*CHOI TAT FAI LUCAS*
2A	*YEUNG YUET LONG*
2C	*EXPOSITO RODRIGUEZ SANTIAGO SIUHONG*
2D	*NG YUI HIM*
2D	*WONG LONG KA*
2D	*IP CHUN HIN ALDEN*
2D	*LAM CHING LONG*
2024-25 年度賽馬會五人足球比賽	
	優異獎
1C	*LING HEI NOK*
1E	*LEE TSZ YAU*
2A	*YIP LONG HEI*
2A	*YEUNG YUET LONG*
2B	*FU BOSHU*
2C	*EXPOSITO RODRIGUEZ SANTIAGO SIUHONG*
2D	*NG YUI HIM*
2D	*IP CHUN HIN ALDEN*
3A	*LAI YUI HANG*
3C	*LEUNG BAK KIU*
3C	*LEE WAI LONG*
3D	*LEE TSZ WAI*
BOCHK Beach Volleyball Cup (Division Three)	
	Girls' Junior - 1st Runner-up
3A	*CHOW HEI YIU*
3A	*KWAN YU CHING*
3C	*HO YUI HANG*
3E	*HUI LOK MAN*

Inter-School Volleyball Competition (Division Two)	
	Girls' B Grade - 2nd Runner-up
3A	*CHOW HEI YIU*
3A	*KWAN YU CHING*
3C	*HO WING SUM*
3C	*HO YUI HANG*
3D	*HO LOK TUNG*
3D	*LAI HEI TUNG*
3E	*CHANG MAN SUM*
3E	*HUI LOK MAN*
4A	*CHAN CHI LAM CHARLOTTE*
4A	*CHIANG KING YAN*
4B	*HUI CHI TUNG*
4B	*NGAN HIU CHING*
4B	*TSANG HIU YIN HAYLEY*
4C	*CHIU TSZ CHING*
Inter-School Badminton 2024-2025 Division Three (Kowloon Two) Boys 2024-2025	
	A Grade Champion + Overall Second Place
5A	*LAI CHUNG TIN*
5A	*NG WANG HEI*
5B	*CHAN CHUN YU*
5B	*SIU YING SANG*
5B	*WONG YU FUNG*
6B	*CHAU YIK SHING*
6C	*CHIU LOK YIN*
6C	*MOSES LAU*
6E	*FUNG LONG YIN*
	Overall Second Place
1A	*LAM HEUNG MIN*
1D	*CHENG SHUN TING GEOFFREY*
1E	*KONG TSZ HIM*
1E	*NGAN HUNG POK*
2B	*CHAN LOK DOR*
2B	*CHUNG CHEUK LAM*
2D	*CHAN SHUN HEI*
2D	*LAW MAN HIM*
3A	*LEE SAI CHEONG CAYDEN*
3A	*WONG SZE TSUN NATHAN*
3B	*SO CHEUK KIU*
3D	*PONG HEI LONG*
4C	*TSE HUI WON*
4D	*LAM CHUN SUM SUMMER*
4E	*LI LAP YIN*

61st Schools Dance Festival Competition	
	Jazz & Street Dance (Secondary Section) - Group Dance, Honor Award
1A	*LI YAU YIN*
1B	*LAI CHIN YU*
2B	*CHOW HIU TUNG RANNIE*
2B	*LING KA YEE*
2B	*WONG HAU CHING*
2E	*CHAN HOI KEI*
2E	*KWOK WING KIU*
3A	*YIM SHEUNG CHI AARIC*
3B	*WONG HEI MAN HEIDI*
3C	*CHAN HO CHING KAITLYN*
4C	*LEE HEI TUNG*
4C	*LEUNG NGA YU*
5A	*CHOI WING KIU*
5B	*CHEUNG SUET CHING*
5B	*LUI YI MAN*
5C	*CHENG HO CHI*
5E	*TSANG CHOR KIU*
	中學組當代舞-獨舞 甲級獎
5C	*YAU YUET CHING*
6A	*CHONG MAVIS*
	中學組當代舞-雙人舞 乙級獎
4B	*LEUNG MING YUET*
4E	*CHIU KA CHING*
	中學組當代舞-群舞 甲級獎
1A	*LI YAU YIN*
1D	*CHIU HUI IP*
1D	*LO HAU CHING*
4A	*IP SEE YIN*
4B	*LEUNG MING YUET*
4B	*SO TSZ YIN DEBORAH*
4C	*CHAN HEI TUNG*
4E	*CHIU KA CHING*
4E	*CHOW CHING LAM KARDIA*
5C	*YAU YUET CHING*
6A	*CHONG MAVIS*
Shakespeare 4 All - Battle of the Bards	
	Champion
5C	*LO YEE LAM BETHEL*
Dance World Cup 香港區外圍賽	
	[群舞] Dummy: Bronze Award
1A	*LI YAU YIN*
1C	*LEUNG WING HEI*
1D	*CHIU HUI IP*
1D	*LO HAU CHING*
2E	*CHAN TSZ YING*
4A	*IP SEE YIN*
4B	*LEUNG MING YUET*
4B	*SO TSZ YIN DEBORAH*
4C	*CHAN HEI TUNG*
4E	*CHIU KA CHING*
4E	*CHOW CHING LAM KARDIA*
5A	*WONG HEI YEE*
5C	*YAU YUET CHING*
	[群舞] Someone in the Crowd: Bronze Award
1A	*LI YAU YIN*
1C	*LEUNG WING HEI*
1D	*CHIU HUI IP*
1D	*LO HAU CHING*
2E	*CHAN TSZ YING*
4A	*IP SEE YIN*
4B	*LEUNG MING YUET*
4B	*SO TSZ YIN DEBORAH*
4C	*CHAN HEI TUNG*
4E	*CHIU KA CHING*
4E	*CHOW CHING LAM KARDIA*
5A	*WONG HEI YEE*
5C	*YAU YUET CHING*
	[獨舞] 第八名
5C	*YAU YUET CHING*
第 61 屆學校舞蹈節(中學組)爵士舞及街舞	
	甲級獎
2E	*CHAN TSZ YING*
4A	*IP SEE YIN*
4B	*LEUNG MING YUET*
4B	*SO TSZ YIN DEBORAH*
4E	*CHIU KA CHING*
5A	*WONG HEI YEE*
5C	*YAU YUET CHING*
6A	*CHONG MAVIS*
Kangaroo Cup 2025: U17 Lyrical Duo	
	Gold Ranking 2
4E	*CHIU KA CHING*
飛馬盃舞蹈比賽 2024： Modern Dance Duo (Open Age)	
	Silver Award
4E	*CHIU YAN KI*
IYDC 國際年青舞蹈家舞蹈大賽 2024： Contemporary Dance Duo (Age Group 13-15)	
	3rd Place
4E	*CHOW CHING LAM KARDIA*

第 53 屆全港公開舞蹈比賽-公開組現代舞	
	銀獎
5C	*YAU YUET CHING*
6A	*CHONG MAVIS*
2024/25 香港學校戲劇節	
	最佳劇本獎、傑出導演獎、傑出合作獎、傑出整體演出獎
5A	*HO YING TUNG*
	傑出演員獎、傑出合作獎、傑出整體演出獎
4B	*CHENG FAITH*
5E	*TSANG CHOR KIU*
	傑出舞台效果獎、傑出合作獎、傑出整體演出獎
2D	*CHUI CHOI YIN*
3C	*YU KATIE CHUNG-CHING*
4A	*CHUNG SIN MAN*
4C	*TSANG LOK YI*
4C	*CHAN SZE WING*
4E	*CHAN NOK TUNG*
	傑出合作獎、傑出整體演出獎
1A	*LAU TIN LONG*
1A	*YIU TSZ WING*
1B	*LAM YIK HEI*
1B	*YEUNG PAK CHING*
1C	*CHOI SIN NGA*
1C	*WONG HO CHING*
1D	*CHEUNG JOSIE*
1D	*CHIU HUI IP*
1D	*NGAN WING YU*
1D	*TAM MAN YIU*
1E	*HO WING SHAN*
2C	*CHOW TSZ WING*
2C	*CHUI CHOI YIN*
2D	*LAU YUEN MAN*
2E	*CHAN KA YI*
3A	*AU CHEUK WING*
3A	*WONG YU TUNG*
3B	*LAM TSZ YU ETHAN*
3B	*LEE CHARLENE RACHEL*
3C	*LAM CHI YIU*
3D	*LEUNG HO YIN HIGGS*
3E	*LEE YAN KWOK JAMI*
4A	*FUNG LOK YIU*
4C	*CHAN SZE WING*
4C	*LEE HEI TUNG*

76th Hong Kong English Speech Festival	
	Merit
2B	*HO YIU HEI*
2C	*KUNG YAN CHING*
2D	*LEUNG SUM YAU*
2D	*LEUNG HERMAN DRACO*
2D	*CHEUNG TIK LONG*
2D	*KOON CYRUS*
2D	*CHIU CHI YU*
2D	*LIANG TSZ HIM DENNIS*
2E	*CHAN HOI KEI*
2E	*CHAN KA YI*
2E	*CHEUNG LONG HIN*
2E	*LAU CHEUK YIN*
2E	*XU SANTO*
2E	*SETO YUEN YING*
3A	*YEUNG CHING LAM*
3A	*CON MAN CHING*
3C	*PEER MOHAMED AARIZ*
3C	*CHAN HO CHING KAITLYN*
3D	*KO HAZEL*
3D	*LAM HAU WING*
3D	*SHIU HAU CHING*
3E	*WONG CHI HANG EBENEZER*
3E	*YUNG HUNG BUN*
4A	*LEUNG TE-YI*
4A	*KUNG TIN YAN*
4B	*CHENG FAITH*
4B	*LEE HOK YI*
4D	*WONG LOK HEI*
4E	*GAO BRYAN*
6B	*SITU HAYDEN ZHIJIAN*
6D	*LEUNG HOI WAI CAZ*
	Proficiency
2D	*CHEUNG CHUNG HIM*
3A	*MAN WING LAM*
	Second Placing
2C	*NG TIN LONG*
3C	*CHAN KAI HO*
5D	*WONG YU FEI HANNA*
	Third Placing
3A	*YIM SHEUNG CHI AARIC*
3C	*HO WING SUM*
4C	*CHAN HEI TUNG*
4E	*MAN CHO YEE*

77th Hong Kong Schools Music Festival (2025)	
	Cello Solo - Senior Silver Award
1A	*CHIU YAT HEI*
	Graded Piano Solo - Grade Eight Bronze Award
1A	*LEUNG SUM YAU*
	Violin Solo - Grade Seven Bronze Award
1C	*HUANG YONGHAO*
	Graded Piano Solo - Grade Five Bronze Award
1C	*YEUNG TSZ YU KINGSLEY*
	Vocal Solo - Foreign Language - Female Voice - Secondary School - Age 14 or under Bronze Award
2A	*CHUNG LOK YAN*
	Graded Piano Solo - Grade Five Second Place
2B	*LAI NOK TIN*
	Clarinet Solo - Secondary School - Junior Silver Award
2B	*WONG SING YIN NATALIE*
	Violin Solo - Grade Five Third Place
2C	*CHAN CHING WANG*
	Clarinet Solo - Secondary School - Junior Silver Award
2C	*KAM WAI YAN GRACE*
	Graded Piano Solo - Grade Four Bronze Award
2D	*LAW MAN HIM*
	Graded Piano Solo - Grade Five Bronze Award
2E	*LAU CHEUK YIN*
	Clarinet Solo - Secondary School - Junior Silver Award
2E	*YEN KA HANG*
	Graded Piano Solo - Grade Five Bronze Award
3D	*CHOW LOK YAN*
	Graded Piano Solo - Grade Two Silver Award
3E	*MUI TSZ YIN*
	Piano Solo - Chinese Composers - Intermediate Bronze Award
3E	*TANG HO KIU ABIGAIL*
	Graded Piano Solo - Grade Six Bronze Award
4A	*LEE PUI YAN*
	Graded Piano Solo - Grade Six Silver Award
4C	*FU RENAE*
	Graded Piano Solo - Grade Seven Bronze Award
5A	*LAM ZI CHING*
	Graded Piano Solo - Grade Eight Silver Award
6B	*TSE YIK HEI*

	Church Music - Foreign Language - Secondary School Choir Age 19 or under - SATB Silver Award
1A	*CHIU YAT HEI*
1A	*FONG SIU YU*
1B	*LI LINGXI*
1B	*POON YIN CHING*
1C	*YOOK ESTHER*
1D	*CHAN CHI NING*
1D	*CHEUNG JOSIE*
1D	*LEUNG HAU WAI*
1D	*TAM MAN YIU*
1E	*LAM LOK CHING*
1E	*NG NOK TUNG ELIZABETH*
1E	*YAU CHUNG HUEN*
1E	*YEUNG CHUNG YI*
2A	*CHAN YAU HIM*
2B	*WONG SING YIN NATALIE*
2C	*LEUNG SZE WAI*
2C	*LOK CHUN YEE*
2D	*CHAN LOK TUNG*
2D	*CHUI CHOI YIN*
2D	*TSANG SIK*
2E	*LAU CHEUK YIN*
2E	*SETO YUEN YING*
2E	*SUEN KA YING EUNICE*
2E	*TO SHING YU*
2E	*WAN HO YIN*
3B	*IP SUM YEE*
3B	*KWONG TSZ TING*
3B	*LAU MING YAN*
3B	*LEE YI NAM*
3E	*HON SIU HEI*
3E	*KWAN HO YOUNG*
3E	*LEE CHEUK HIM ANDIE*
3E	*WONG SUM KI*
3E	*YUNG HUNG BUN*
4A	*CHAN CHEUK YI*
4A	*CHAN CHI LAM CHARLOTTE*
4A	*CHAN SZE CHING SARAH*
4A	*CHEUNG SHUN YI*
4A	*CHIANG KING YAN*
4A	*DHAKAL ELISHA KEI YAN*
4A	*IP SEE YIN*
4A	*KWAN TSZ YAU*
4A	*LEE PUI YAN*
4A	*LEUNG TE-YI*
4A	*MAK SZE WAH*
4A	*NGAI CHI HANG*

4A	*TSE HILL SUN*
4A	*TSUI YI SIN*
4B	*CHAN MAN HEI*
4B	*CHENG FAITH*
4B	*CHOI WING YAN*
4B	*KWAN CHIN WAI*
4B	*LAI ON KIU*
4B	*LAM CHING YAN*
4B	*LAU YIN TUNG VALERIE*
4B	*LEE HOK YI*
4B	*NG CHING KIU*
4B	*SO TSZ YIN DEBORAH*
4B	*TSANG HIU YIN*
4B	*WONG HUI TUNG HOSANNA*
4B	*WONG WING HAN*
4B	*WONG YAN TUNG*
4C	*CHAN HEI TUNG*
4C	*CHAN YI TAK*
4C	*CHEUK WAN YIU*
4C	*HO LOK YIU*
4C	*JAZEL-ANN-THOMAS*
4C	*LAM LOK HEI*
4C	*LEE MUK YAN ALPHA*
4C	*SO KEI TING*
4C	*SUEN YAU HEI*
4C	*SZE PEONY*
4C	*TONG WAI TIK WILTON*
5A	*SHEK SKYLER*
5B	*YAU SHUN HEI*
5C	*CHING YI HIN*

UCCKE
ifferent SKY OF LEARNING