



Christian Alliance Cheng Wing Gee College

SCHOOL REPORT 2025-26

I. SCHOOL INFORMATION

A. School Profile

Christian Alliance Cheng Wing Gee College, established in 1984, is the third school affiliated with the Kowloon Tong Church of the Chinese Christian and Missionary Alliance. Our school is a full-time aided co-educational secondary grammar school.

B. Mission Statement

Based on Christian ethos, the unified team of devoted, collaborative staff members of the school advocates whole-person and balanced education in the areas of spirituality, ethics, intellect, physique, social skills and aesthetics. It is hoped that our students can develop self-confidence, self-discipline and a spirit of self-learning in a supportive and encouraging environment. At the same time, we aim to help our students learn about the gospel of redemption, think prudently and discern wisely, act promptly and stay healthy, understand life-guiding principles, learn to be well-mannered, know how to appreciate others and artistry, love their families and community, contribute to the country and ultimately glorify God and benefit mankind.

C. School Motto

“The fear of the Lord is the beginning of wisdom, and knowledge of the Holy One is understanding.” (Proverbs 9:10)

D. Campus Facilities

Our school features a total of 44 standard classrooms, along with specialised rooms such as the Science Laboratory, Innovative Design and Technology Room, Multi-functional Activity Room, Campus Television Studio and Gym. Each of these spaces is equipped with air conditioning, computers, and interactive whiteboard touch panels, creating an optimal learning environment that supports diverse teaching methods.

Furthermore, our school makes full use of every corner of the campus to provide various co-working and get-together areas, including the Grateful Heart Centre, Secret Garden, Learning Oasis, Hybrid Library, and eMaker Hub for creative projects. These spaces allow students to unwind, alleviate stress, engage in communication, and forge connections outside of regular class hours, thereby fostering a sense of belonging and creating a collaborative and inclusive learning community.

E. Class Structure & No. of Students

Form	S.1	S.2	S.3	S.4	S.5	S.6	Total
No. of Classes	4	4	4	4	4	5	25
Male	66	76	81	64	54	49	390
Female	66	54	51	59	51	53	334
Total No.	132	130	132	123	105	102	724

F. Student Attendance Rates

Form	S.1	S.2	S.3	S.4	S.5	S.6
%	97.9	97.9	96.1	97.3	96.6	97.4

G. No. of Active School Days

No. of days in a school year with regular classes	No. of days in a school year with learning activities organised for the whole school or whole-class level of students
139	54

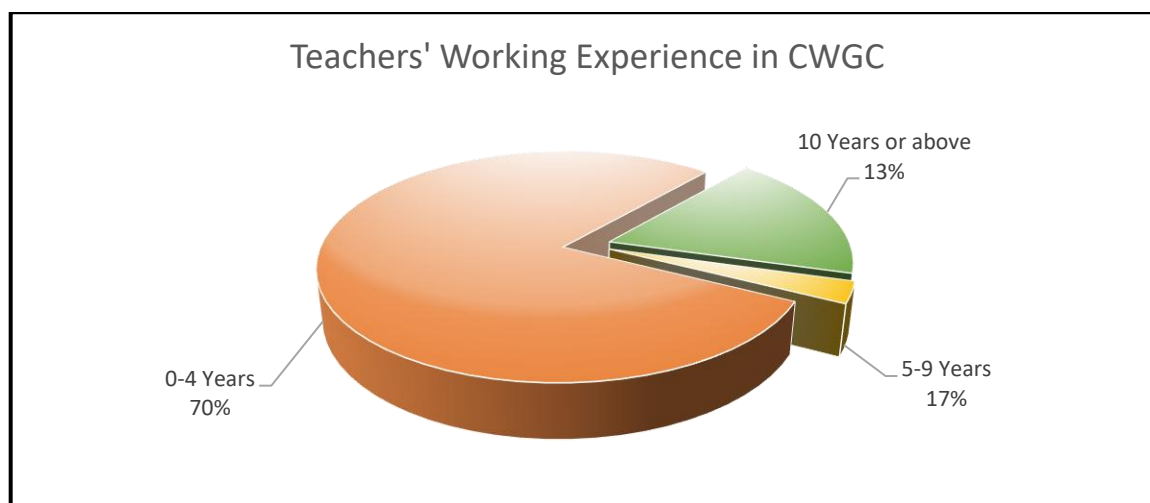
H. Percentage of lesson time for each Key Learning Areas (KLA) (S.1-S.3)

Subject	%
Chinese Language Education	18.1
English Language Education	17.7
Mathematics Education	14.2
Science Education	11.8
Technology Education	9.8
Personal, Social & Humanities Education	19.7
Arts Education	3.9
Physical Education	4.7

I. Teaching Staff's Qualifications & Professional Development

Our teaching staff consists of highly qualified and experienced individuals. Among them, we have one staff member holding a PhD, 20 with master's degrees, and 43 with bachelor's degrees. In addition, all our English and Putonghua teachers have either fulfilled the Language Proficiency Requirement or have been exempted from it.

We prioritise the continuous development of our teachers' subject knowledge and teaching skills. In the academic year 2025-26, all our in-service teachers and newly joined teachers have successfully completed the designated professional training hours required by the Education Bureau. Furthermore, some teachers have chosen to further enhance their professional training by pursuing master's degrees in their respective subject areas.



II. ACHIEVEMENTS & REFLECTION ON MAJOR CONCERNS

Major Concern 1: Love and Care for One Another

(I)	Achievements
1.1	For Target 1, the school has successfully implemented strategies to develop a healthy lifestyle that nurtures students' relationships with themselves and others through the "7 Well" and "12 Value" initiatives. Recent survey results indicated positive progress in several areas, reflecting the dedicated efforts of our teaching team. ■ Promoting a Healthy Lifestyle through Activities: 95.1% (mean: 4.44 out of 5, an increase of 0.07 compared to the previous school year) of teachers agreed that the school has assisted students in achieving physical and mental well-being while fostering positive values, showcasing the fruitful results of our school-wide wellness events. ■ Promoting a Healthy Lifestyle through Lessons: 98.4% (mean: 4.56 out of 5, an increase of 0.14 compared to the previous school year) of teachers agreed that they have organised a diverse range of classroom activities to support students' personal growth, commendably demonstrating teachers' active commitment to cultivating core values in daily teaching. ■ Promoting a Healthy Lifestyle through Home-School Collaboration: 95.1% (mean: 4.35 out of 5, an increase of 0.13 compared to the previous school year) of teachers agreed that they have collaborated with parents to help students establish healthy living habits, highlighting a highly encouraging and strengthened partnership with parents. Overall, this year our school was able to enhance students' awareness of the "7 Well" and "12 Value" through a wider range of activities, structured classroom learning experiences, and strengthened home-school collaboration, thereby successfully assisting students to solidify healthy and positive daily habits.
1.2	For Target 2, the school has successfully implemented strategies to cultivate students' well-being through the Christian values of faith, hope, and love. Recent survey results indicated positive progress across multiple dimensions, underscoring the joyful growth within our school community. ■ Love: 98.4% (mean: 4.49 out of 5, an increase of 0.1 compared to the previous school year) of teachers agreed that they have organised learning and experiential activities aimed at enhancing students' interpersonal skills and nurturing supportive relationships, beautifully reflecting our community's spirit of mutual care. ■ Hope: 95.1% (mean: 4.32 out of 5, an increase of 0.13 compared to the previous school year) of teachers agreed that they have organised diverse learning experiences to encourage gratitude, enhance national

	identity, broaden global perspectives, and clarify future pathways for students, proving that our rich experiential activities have successfully inspired students to look to the future with a global mindset and optimism. ■ Faith: 82.0% (mean: 4.15 out of 5, an increase of 0.15 compared to the previous school year) of teachers agreed that they have enriched the campus with a Christian atmosphere to deepen students' understanding of Christian values, marking a wonderful breakthrough that affirms teachers' growing confidence in fostering a spiritual environment. ■ Staff Development Training: 95.1% (mean: 4.41 out of 5, an increase of 0.05 compared to the previous school year) of teachers agreed that they have further strengthened their professional understanding of well-being and felt equipped to deliver well-being initiatives to students, demonstrating our staff's admirable readiness to support student development. Overall, this year our school's performance showed an upward trajectory compared to the previous school year, confirming that our supportive strategies were on the right track to foster love, hope, and faith within the school community.
(II) Reflection	
1.1	For Target 1, the following reflections were noted: ■ Healthy Activities: According to the school-based questionnaire, a solid foundation was laid with 61.6% (mean: 3.79 out of 5) of students agreeing that flagship events like Well-being Day and the CWGC Run enhanced their understanding of well-being, and 67.2% (mean: 3.91 out of 5) affirming that classroom learning supported their personal growth. Although these figures showed a minor gap of 2.8% to 8.4% from the 70% target, onsite observations indicated that students were highly motivated and actively engaged during the actual events. The slightly conservative ratings might simply suggest that some students had forgotten the details of their participation when completing the questionnaire, highlighting an opportunity to help them better recollect their positive experiences. ■ Habit Formation Dimension: The latest APASO data revealed encouraging behavioral progress: the "Breakfast Habit" subscale rose to a P-score of 34.5 (Q-score: 94) from last year's 32.0, while the "Physical Exercise" indicator made an inspiring leap to a P-score of 34.5 (Q-score: 94) from a low baseline of 19.3. Although these subscales indicated room for continuous growth to reach the Hong Kong norm, this upward trajectory proved that students were moving in the right direction. This momentum uncovered a constructive opportunity to bridge the gap between their positive awareness and daily execution, guiding them toward fully transforming wellness knowledge into

	regular actions. ■ Home-School Collaboration: A promising 59.8% (mean: 3.74 out of 5) of students agreed that joint activities effectively fostered family bonds and healthy routines. While a 10.2% gap remained from the 70% target, creative workshops like leather crafting and festive cooking served as highly appreciated entry points for parent-child bonding. The primary reason for this data gap was that these high-quality activities could not accommodate a massive number of families due to venue and resource constraints, thereby narrowing their school-wide reach and presenting a valuable foundation for expanding future capacities.
1.2	For Target 2, the following reflections were noted: ■ Career Life Planning, Service Learning, and Study Tours: In community engagement and career guidance, student data reflected a natural cognitive distance while remaining structurally solid. Specifically, 63.1% of students agreed that social service enhanced their community understanding, and 73.1% affirmed that school activities improved interpersonal bonds, meeting the 70% target baseline. Meanwhile, qualitative evidence from study tour journals and volunteer debriefings proved that students achieved genuine emotional growth when actively involved; for instance, the Mainland study tours generated a resounding 92.3% student resonance regarding national connections. Furthermore, APASO data demonstrated outstanding structural success, with the "National Identity" subscale sustaining an exceptional Q-score of 116 and the newly tracked "Global Awareness" indicator debuting at 114, both performing well above Hong Kong norms. To ensure that this systematic S.1–S.6 progression completely resonated across all cohorts in future surveys, the school identified a need to strengthen regular post-activity reviews to help students better recall and connect with their experiences. ■ Christian Atmosphere: Strategic efforts to incorporate Christian elements across subject panels, departments, and external resources yielded highly prominent and positive outcomes. Through meticulous planning across various faculties—such as integrating biblical verses into subject notes, encouraging reflections on God's creation within regular teaching, organising experiential local and cross-boundary trips like the Zhongshan study tour, and hosting the Gospel Month and student fellowships—the school directly drove the teacher agreement rate regarding a strong campus Christian environment up to 86.4%. This heartening progress represented a major breakthrough from the previous year's baseline of 74.6%. This significant increase successfully narrowed the cognitive distance between the faculty's pastoral goals and the students' spiritual reception, building a beautiful and sustainable foundation for nurturing Christian values campus-wide.

(III)	Feedback and Follow-up
1.1	For Target 1, the strategic measures implemented by our school this academic year have effectively fulfilled our core objectives. Moving forward with optimism, we will actively enrich and refine our operational strategies through the following forward-looking initiatives: ■ Transitioning to Structured Lifestyle Guidance: Moving away from a heavy reliance on standalone events, we will focus on delivering regular, structured, and continuous lifestyle guidance. Targeted activities addressing critical digital-age challenges—such as cyberbullying and sedentary lifestyles—will be strategically launched across different forms to provide students with practical, ongoing support. ■ Focusing on "Sleep, Exercise, and Eat Well": Under the "7 Well" framework, various student support departments will roll out concrete, routine trackers and habit-formation schemes. These tools will systematically help students cultivate healthy, long-term daily habits, focusing explicitly on "Exercise Well" and "Eat Well" to anchor their physical well-being. ■ Optimising Event Delivery and Experiential Learning: For various school programmes, we will mandate rigorous pre-activity briefings and systematic post-activity debriefing sessions. These structured reflections will explicitly enhance students' direct cognitive benefits, foster deeper personal connections, and maximise their holistic growth, ensuring these experiences will be well-recalled in future evaluations. ■ Establishing Progressive Home-School Wellness Tracks: The Parent-Teacher Association (PTA) will transition from organising one-off, capacity-limited workshops into designing continuous and progressive home-school wellness tracks. These large-scale, high-impact parent-child initiatives will be systematically aligned with school wellness goals to ensure strong familial support in locking in students' healthy domestic routines. By offering multifaceted learning experiences both within and beyond the curriculum, alongside sustainable home-school alliances, we aspire to continuously strengthen students' appreciation and internalisation of the "7 Well" and "12 Values." This comprehensive approach will empower our students to achieve profound self-discovery, maintain wholesome lifestyles, and secure the vital protective skills needed to thrive through future milestones.
1.2	For Target 2, the strategic measures implemented by our school this academic year have effectively fulfilled our core objectives. Moving forward with optimism, we will actively enrich and refine our operational strategies through the following forward-looking initiatives anchored in Faith, Hope, and Love: ■ Walking in "Love": Building upon our recognised success as a "Caring School," the Student Development and Student Growth Committees (SDSC)

	will fully launch the JC Level Mind Grant and the AYP Adventure Programme in the upcoming school year. By maximising external resources and funding, we will ensure that students continue to receive rich, hands-on social experiential growth despite EDB resource trims. Through these opportunities, students will feel loved and empowered to practice Christ-like love, thereby building personal resilience while continuously strengthening their empathy and social responsibility. ■ Anchoring in "Hope": To instill a future filled with hope and long-term vision, the Learning Exposure and Service Learning Department (LSD) and the Career Planning and Guidance Department (CPD) will collaborate closely to elevate upcoming experiential activities and overseas tours. By expanding students' horizons from local and national awareness into a clear global perspective, these initiatives will inspire them to embrace a broader worldview, confidently aligning their personal milestones with international horizons to become active contributors to both our country and the world. ■ Growing in "Faith": To continually strengthen students' spiritual foundation, the school will nurture a deeper and more comprehensive campus religious atmosphere through closer collaboration with Tai Wai Church and external Christian organisations. Through seamless integration into daily teaching and diverse gospel activities, all students will receive enriched spiritual guidance. This will empower them with the strength of faith to face personal growth challenges, ensuring their mental well-being and life purpose are firmly rooted in the Christian faith. By offering multifaceted learning experiences both within and beyond the curriculum, alongside sustainable external alliances, we aspire to continuously strengthen students' appreciation and internalisation of Faith, Hope, and Love. This comprehensive approach will empower our students to achieve profound self-discovery, maintain wholesome life goals, and secure the vital protective skills needed to thrive through future milestones.
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Major Concern 2: Be a Wise Learner

(I) Achievements	
2.1	The school has been placing greater emphasis on developing a stronger academic culture to nurture our students as wise learners who are actively engaged in their own learning and cultivating proper study habits. ■ Teachers agreed that they have contributed to creating a learning-rich environment that extends beyond the confines of the classroom with a stable mean score of 4.54 out of 5. Additionally, students agreed that the school has provided them with a conducive learning environment, featuring spaces like the Learning Oasis and interactive panels in classrooms and laboratories, with

	an increased mean score from 3.95 to 4.00 compared to the previous year. Students also agreed that their views on teaching showed a steady positive trend with an increasing mean score from 3.73 to 3.96 out of 5. Students similarly acknowledge this positive academic culture, with their rating of teacher support rising steadily. ■ Students agreed that teachers often organised different learning activities both inside and outside of the classroom, such as discussions, visits, and sharing of insights, with an increased mean score from 3.76 to 3.90 compared to the previous year. Teachers also agreed that they have encouraged and supported students in their learning with a mean score of 4.66 out of 5. Students reported taking an increasingly active role in their learning both inside and outside the classroom, with the mean rising from 3.46 to 3.68 over three years. However, a slight drop was noted in students' agreement regarding their interest and active participation in academic activities organised by the school, with a mean score decreasing from 3.77 to 3.73 out of 5. ■ Teachers agreed that they have guided students to set learning goals with a mean score of 4.61 out of 5. Students reported that teachers often taught them learning strategies, such as doing pre-lesson preparation, using concept maps, and online resources, with an increasing mean score from 3.82 to 4.00 out of 5. Students also expressed that they knew how to set their own learning goals with an increasing mean score from 3.48 to 3.68 out of 5, demonstrating greater academic ownership. Our students also showed excellent academic resilience, scoring a high 3.86 mean on trying their absolute best to overcome learning difficulties.
2.2	In our pursuit of educational excellence, we have implemented a series of initiatives aimed at enhancing student engagement and addressing diverse learning needs. Our dedicated teachers have taken proactive steps to guide students in setting personalised learning goals, fostering a sense of ownership and effective study habits. This commitment to active participation has not only enriched the learning journey but also significantly improved the reading atmosphere within our school. By promoting leisure reading and organising various events, we have inspired students to explore literature more deeply. ■ For Target 2, teachers agreed that they usually reviewed and adjusted their pedagogies to address students' diversified learning needs with an increasing mean score from 4.54 to 4.59 out of 5. Students strongly validated this pedagogical agility, agreeing that teachers' questions inspire their thinking inside and outside of the classroom with a steadily increasing mean score from 3.70 to 3.84, and further to 3.93 out of 5 over a three-year period. ■ In addition, teachers agreed that they encouraged students to read more books in their leisure time with an increasing mean score from 4.41 to 4.44 out

	of 5. In contrast, students reported a slight decline in their perception of being encouraged to read more extracurricular books and articles to broaden their subject knowledge, with a mean score moving from 3.85 to 3.80 out of 5. Furthermore, students' self-reported habit of reading materials such as leisure reading materials and newspapers outside of class remained relatively modest, although it showed an increase from 3.36 to 3.54 out of 5.
(II) Reflection	
2.1 - 2.2	Over the past year, our school made significant strides toward cultivating a vibrant, student-centered academic culture. The data reflects a shared commitment between teachers and students to build a supportive environment that fosters independent, resilient learners. While students feel more active in their daily learning, their interest and participation in formal school-organised academic activities saw a slight drop. Moving forward, we should re-examine the format and relevance of these events to ensure they align better with student interests. Although self-reported student reading habits outside of class improved, student perception of teacher encouragement to read extra materials dropped slightly—despite teachers reporting higher rates of encouragement. Bridging this perception gap will require more direct, embedded reading initiatives integrated into coursework rather than general encouragement.
(III) Feedback and Follow-up	
2.1 - 2.2	Generally, teachers consistently supported student learning, fostering a strong academic culture and encouraging active engagement in classroom learning. They guided students in setting learning goals, enhancing ownership and effective study skills while promoting participation in their learning journey. Moreover, while teachers actively promoted leisure reading and structured learning strategies, a slight divergence remains in students' independent reading habits and their participation in school-organised academic events. Moving forward, teachers will focus on addressing students' diverse learning needs and refining engagement strategies to narrow these gaps, ensuring our students continue to develop as wise learners.

Major Concern 3: Be a Good Steward

(I) Achievements	
3.1	For Target 1: Fostering a One School Mindset ■ The school successfully sustained its collaborative workplace culture, driving high collective efficacy and professional ownership among staff. According to 2025-26 School-based Questionnaire (SBQ) data, 96.7% of teachers agreed that Staff Development Day (SDD) Developmental Workshops successfully nurtured the "One School" mindset (Mean: 4.48). ■ Professional reflective practices remained central to institutional growth, with 98.3%

	of teachers confirming that the SDD Reflective Sessions effectively sparked new insights for their professional development (Mean:4.49). Furthermore, 98.3% of teachers felt actively engaged in the school's Learning Circles (Mean: 4.54). ■ Operational commitment was absolute across all levels, with 100% of teachers embracing the responsibility of driving initiatives for ongoing school improvement (Mean: 4.51). Cohesive operational standards across form levels were systematically reinforced, with 91.8% of class teachers reporting that Form Coaching effectively promoted shared operational standards (Mean: 4.33). ■ In terms of overall administrative clarity, 98% of staff agreed that the school sets clear directions for development in accordance with the city's main educational goals (Mean: 4.51), while 80% affirmed that the school's decision-making processes are transparent (Mean: 4.07).
3.2	For Target 2: Paving a Path to Professionalism ■ Teacher satisfaction regarding the professional leadership of subject panels and committee heads ranked 1st overall out of all items in the 2025-26 Stakeholder Survey (SHS), achieving an outstanding cross-year mean score of 4.60. This success was heavily driven by the mature execution of KLA-based Collaborative Action Research (CAR@CWGC) and the structured Learning Circles, where 98.3% of teachers felt actively engaged in professional dialogue (Mean: 4.54). ■ The Two-way Mentoring Scheme continued to yield excellent structural results, with 97% of teachers agreeing that middle leaders effectively support both new and experienced staff in executing overarching school policies (Mean: 4.61). ■ Cross-functional synergy was highly apparent, as 100% of surveyed teachers affirmed that panel and committee heads effectively collaborate with one another to jointly implement school plans (Mean: 4.64). ■ Middle leaders demonstrated profound accountability in monitoring and review; 97% of teachers agreed that panel heads effectively drive the long-term development of their departments (Mean: 4.59), and 95% verified that middle leaders consistently evaluate work effectiveness via CAR@CWGC stages in alignment with pre-set targets (Mean: 4.60).
3.3	For Target 3: Building a Conducive Campus ■ The campus physical infrastructure was dynamically modernised to support twenty-first-century learning and promote a healthy lifestyle. ■ Campus cybersecurity and connectivity were vastly improved via a firewall system upgrade and fiber-optic communication-network installation across the school. ■ Physical wellness facilities expanded by converting the PE storeroom into a campus gym and installing safety corridor rails for a safe learning environment. ■ Stakeholder reception was incredibly positive, with over 75% of teachers and students reporting that these comprehensive renovations have positively impacted teaching and learning while supporting a healthier lifestyle on campus.

(i)	Reflection
3.1	For Target 1: Fostering a One School Mindset ■ From an administrative oversight perspective, our strategic decision to embed a reflective culture within our routine operational framework has successfully broken down departmental silos. Having 100% of staff express personal ownership over school-wide improvements (Mean: 4.51) and 98.3% validate our collaborative pair-up reflection sessions confirms that self-evaluation is now treated as a valuable professional tool rather than an administrative chore. The strong 98% consensus on our strategic direction (Mean: 4.51) shows that our policies are beautifully synchronised with the seven learning goals. ■ While administrative transparency achieved a stable baseline of 80% agreement (Mean: 4.07) during a year of dense policy rollouts, we view this as a wonderful opportunity to upgrade our communication loops. Senior management looks forward to capitalising on this momentum by introducing early preparation and clear rationales for structural updates, further cementing internal trust.
3.2	For Target 2: Paving a Path to Professionalism ■ Empowering middle management through structured initiatives CAR@CWGC, collaborative Learning Circles, and our Two-way Mentoring Scheme has been a resounding success, as proven by our 1st place ranking in the SHS (Mean: 4.60). The near-perfect coordination score (Mean: 4.64) highlights that panels and committees are executing school policies with exceptional professional rigour, utilising Action Research data to refine classroom execution. Furthermore, our mentorship framework has ensured that new teachers are seamlessly acculturated into school expectations. ■ With middle leadership operating at peak capability through these active learning communities, we can now confidently address staff deployment and empowerment balances (Mean: 4.21). We have a golden opportunity to utilise the mature expertise developed within our Learning Circles and CAR@CWGC groups to mentor aspiring middle leaders, distributing core administrative workloads more equitably across the school.
3.3	For Target 3: Building a Conducive Campus ■ From an asset management standpoint, the successful execution of the network infrastructure overhaul, and gymnasium conversion has greatly enhanced our operational efficiency. Securing over 75% stakeholder satisfaction indicates that our capital resource allocation was accurately targeted at areas that yield the highest immediate benefits for student well-being and daily instructional delivery. ■ The successful completion of these large-scale works provides an excellent foundation for future campus management. Our moving-forward strategy will focus on embedding regular preventative maintenance for these new facilities, ensuring these facilities continue to operate at optimal efficiency to meet the evolving educational needs of our community.

(ii) Feedback and Follow-up	
3.1	For Target 1: Fostering a One School Mindset ■ Capitalising on our high baseline of structural clarity, senior management will formalise a concise system to establish pre-emptive administrative communication loops for all major school-wide policy shifts. Sharing the underlying operational rationales early will directly address the transparency threshold, solidifying internal trust and ensuring smooth front-line execution across all form levels. ■ Deepen the Reflective Culture via Structured Inter-departmental Exchange: Building upon the outstanding 98.3% teacher validation of the SDD Collaborative Pair-up Sessions, the school will transition these pairings into cross-disciplinary peer observations to deepen the reflective culture via structured inter-departmental exchange. This will prevent the insular development of individual departments and embed self-evaluation as a continuous, collaborative tool rather than a cyclical event.
3.2	For Target 2: Paving a Path to Professionalism ■ In response to the elite performance and high collaboration ratings of our panel heads (Mean: 4.64), a formal professional mentorship scheme will be initiated to further strengthen leadership capacity across campus. Veteran middle leaders who have mastered the CAR@CWGC stages will actively coach newly appointed coordinators and aspiring leaders. This will optimise the distribution of core administrative workloads, strengthen consistency in practice, and establish a sustainable leadership pipeline. ■ To maintain our exceptional 98.3% engagement rate in the Learning Circles, the focus of upcoming professional dialogue will shift toward operational efficiency, current trends in digital education, and effective resource management. Middle leaders will use these platforms to co-create practical strategies that balance teacher empowerment with equitable staff deployment, directly addressing our identified area for growth (Mean: 4.21).
3.3	For Target 3: Building a Conducive Campus ■ Following the successful completion of major capital works, the administrative team will transition from installation to asset preservation. A structured, preventative maintenance schedule will be embedded into our campus management to ensure the new infrastructure operates at peak efficiency. ■ To build upon the positive 75% stakeholder reception, cross-functional focus groups comprised of teachers, students, and physical education staff will be established. These groups will actively monitor the utilisation rates of the new campus gymnasium and updated environments, ensuring our physical resource allocations continue to directly enrich student whole-person health outcomes and daily instructional delivery.

III. OUR LEARNING & TEACHING

A. Reading to Learn

The school has implemented morning reading sessions on Tuesdays and Thursdays, creating an inviting atmosphere for both students and teachers to enjoy reading. In addition to these dedicated sessions, the curriculum includes subject-specific reading activities across language classes and other subjects. These initiatives aim to encourage students' reading habits, expand their knowledge, and enhance their understanding in various academic areas.

A vibrant Reading Carnival took place in the first term, providing an exciting platform for teachers and students to engage in a variety of reading-related activities. The event featured silent reading sessions, book exhibitions, and opportunities for book sharing. The Reading Carnival was a resounding success, showcasing a diverse range of programmes that united the entire school community in celebrating the joy, excitement, and enrichment that reading offers. Through this multifaceted event, the school further promoted a culture of literacy and fostered a love for the written word among both teachers and students.

Subject departments and various committee groups were invited to apply for the Promotion of Reading Grant, designed to nurture a reading-friendly environment across the campus and expand students' knowledge and perspectives. To support this initiative, the English Panel collaborated with non-language subject teachers to create supplementary reading materials for the Reading Across the Curriculum (RAC) programme. These materials, covering subjects such as PSHE, Maths, and Science, were organised and distributed to students, who then participated in an inter-class reading competition with follow-up exercises.

The English Panel has adopted a multifaceted approach to cultivate a reading culture by providing access to a comprehensive online reading platform. This platform features a diverse range of digital resources and up-to-date articles on current topics, enhancing students' reading experiences. Students are required to complete reading tasks, with their results contributing to their daily marks.

Additionally, a wider range of reading materials, including English readers, newspapers, and fiction books for both teachers and students, has been purchased to enrich the reading experience. These resources not only support the curriculum but also encourage a love for literature beyond the classroom. We are also committed to updating our collection regularly to reflect students' interests and current events, ensuring that reading remains an important part of their education. By providing diverse genres and topics, we hope to engage every student and broaden their perspectives.

B. Project Learning

To provide students with opportunities to integrate and apply knowledge and skills across disciplines, projects were implemented as follows:

Level	Subject	Project Title
S.1	中文	詩詞匯報
	English	Visit to Tai Kwun
	Maths, Junior Science, STEAM	i-Farmer
	Geography	Enquiry-based learning: Rural & urban land uses Extended learning task: Renewable energy resources
	Around the World	"My History" Individual Project History Group Project
S.2	中文	詩詞匯報
	ENG	Visit to HK Zoological and Botanical Garden
	Maths, Junior Science STEAM	Shatin's Friends
	STEAM, Maths	AI Robot Making and Programming, AI: Machine Learning
	Geography	Extended reading task: Water resources in Hong Kong
	Around the World	History Individual Project History Group Project
	Putonghua	分組寫作及聲演廣播劇
S.3	中文	詩詞匯報
	ENG	Visit to Dialogue in the Dark Experience Place
	Math, STEAM	GIS & Community
	STEAM	AI Robot Making and Programming
	Geography	Group project learning: Field study on slope management
	Financial Literacy	Entrepreneurship and Small and Medium Enterprises
	中國歷史	改革開放與中國現代企業 / 中國企業家
S.4	CSD	中四級內地考察 (上海) -個人反思 -個人專題報告 -小組 "說好中國故事" 短片
	Physics	"Physics in Motion" at Ocean Park
	Geography	Extended reading task: Turkey–Syria Earthquakes
	BAFS	Corporate Social Responsibility
	VA	SBA report (1. theme setting, information research, idea development)
	倫理與宗教	義工體驗活動報告
S5	中文	AI 擬卷工作坊
	Geography	Fieldwork study: Urban renewal and sustainability in Wan Chai

	Biology	SBA: Cold Pressure Test & Rice digestion
	ICT	SBA - Sports Day System
	VA	SBA report (2. Artist reference, experiment and reflection)
	倫理與宗教	義工體驗活動報告
S6	Biology	SBA: Study the amount of antioxidant in different type of Chinese teas

C. Information Technology for Interactive Learning and Self-directed Learning

The school boasts well-equipped information technology facilities, ensuring that all classrooms and special rooms are fitted with computers, interactive touch panels, and visualisers. Various Learning Management Systems (LMS), including Google Classroom and eClass, have been adopted for school administration and interactive learning. Students use these e-Learning tools to submit assignments and receive feedback from their teachers. Additionally, email and online platforms encourage discussion and communication among students and teachers.

Each Key Learning Area has designated an e-Learning coordinator responsible for exploring and implementing different e-Learning pedagogies and resources at the subject level. The Chairperson of the Information and Communication Technology Department organises various sharing sessions on e-Learning and artificial intelligence (A.I.) tools during general staff meetings, promoting professional collaboration among staff and enhancing teaching practices. Our school has been recognised as one of ten Champion Schools in the “AI for the Future” project for three consecutive years since 2023.

Teachers frequently use online learning tools such as EdPuzzle and Padlet to create interactive learning experiences. These tools enhance student engagement and foster creativity, problem-solving abilities, and communication skills. Furthermore, the “Fiber-to-Classroom” project and upgrades to WiFi equipment and file servers were completed in recent years, connecting all classrooms to the school’s high-speed fibre optics network. This significantly increased network bandwidth in each classroom and special room, facilitating quick responses for interactive and self-directed learning activities.

Additionally, information literacy has been promoted among teachers, students, and parents. Supported by various grants from universities and different organisations, students developed skills to critically evaluate information and use technology responsibly. These skills were integrated into the formal curriculum and reinforced through a variety of co-curricular activities and educational visits. Workshops and seminars were also organised for teachers and parents to raise awareness of information literacy issues relevant to teenagers.

D. Value Education including Basic Law Education & Safeguard National Law

Our primary objective is to empower each student to become an informed and responsible citizen with a strong sense of both national and global identity. We strive to instil in our students an appreciation for positive values, attitudes, Chinese culture, and respect for diversity within society.

The core values of perseverance, respect for others, a sense of responsibility, benevolence, empathy, commitment, integrity, law-abidingness, national identity, diligence, unity, and filial piety are deeply ingrained in teaching and learning across all Key Learning Areas. These values serve as guiding principles that shape our students' educational experiences throughout their academic journeys.

Additionally, our school has established a working group dedicated to safeguarding national security and promoting national security education. This group adopts a whole-school approach to develop and implement relevant measures aimed at enhancing students' moral and ethical development while fostering communication and collaboration among various stakeholders within the school community.

E. Learning without Boundaries

A wide range of activities were organised or participated in to provide students with enriching learning experiences beyond the classroom. These activities included:

Sep 2025	智慧房屋、科創未來——房屋建築機械人設計比賽
Sep 2025	加德士——全港中小學機械人競賽
Oct 2025	Geography Field Study Course on Coastal Study
Oct 2025	S1 Volunteer Service Experiential Programme
Nov 2025	Food angel volunteer service
Nov 2025	Career exploration tour to the greater Bay Area
Nov 2025	Firm visit to HongQi
Nov 2025	Visit to Traffic Headquarters
Nov 2025	S2 Volunteer Service Experiential Programme
Nov 2025	iCare 16 Dinner preparation for the people in need
Nov 2025	iCare 16 The Tram Exposure Tour
Nov 2025	Career Exploration Tours to the Greater Bay Area
Nov 2025	Organic Farming and Local Agriculture Workshop
Dec 2025	Airport Youth Career Day 2025
Dec 2025	iCare 16 Pet Service (Kitten)
Dec 2025	iCare 16 The Anti-drug Exposure Activity
Dec 2025	Joint School Oral Practice
Dec 2025	Visit to the HKJC Club Info Centre
Dec 2025	Volunteer Leadership Programme“Social Inclusion Volunteer Service Day”
Dec 2025	Visit to the HKMA Information Centre
Dec 2025	S6 Pre-University Training Camp
Dec 2025	姊妹學校交流計劃——廣州玉岩中學交流團
Dec 2025	Hong Kong PHAB Association Territory-wide Flag Day

Jan 2026	iCare 16 Flag Day
Jan 2026	S3 Volunteer Service Experiential Programme
Jan 2026	S4 Volunteer Service Experiential Programme
Jan 2026	1 st Service Learning & Exposure Day – S1 Beach & Mountain Cleanup
Jan 2026	1 st Service Learning & Exposure Day – S2 Mainland Study Tour (Shenzhen)
Feb 2026	iCare 16 Kids Caring Service
Feb 2026	iCare 16 Chinese New Year Refueling Station
Feb 2026	iCare 16 The Elderly Service
Mar 2026	The Jockey Club Student Drawing Competition of Hong Kong Flower Show
Mar 2026	Art Central Exhibition Visit
Mar 2026	Joint School Music Competition
Mar 2026	Geography Field Study Course on Urban Study
Mar 2026	Food Angel Volunteer Service
Mar 2026	iCare 16 Visit to the Jockey Club Museum of Climate Change
Mar 2026	iCare 16 Lunch-box Packing Volunteer Work
Mar 2026	Zhongshan English and Music Study Tour
Mar 2026	2 nd Service Learning & Exposure Day – S1 Hong Kong Wetland Park Visit
Mar 2026	2 nd Service Learning & Exposure Day – S2 The Elderly Visit
Mar 2026	2 nd Service Learning & Exposure Day – S3 Volunteer Service with the disabled
Mar 2026	2 nd Service Learning & Exposure Day – S4 Visit the Sanitation Worker
Mar 2026	2 nd Service Learning & Exposure Day – S5 Inclusive Education Workshop
Mar 2026	中山英語音樂考察團
Apr 2026	S3 Field Trip on the National Security Education Day
Apr 2026	Mask Design Competition Awards Ceremony 2026
Apr 2026	沙頭角歷史文化考察
Apr 2026	iCare 16 TTMHK Flag Day
Apr 2026	iCare 16 Kid Care Service
Apr 2026	iCare 16 The Environment Protection Workshop and Volunteer Work
Apr 2026	S4 CSD Mainland China Study Tour
May 2026	S1 English Project Learning Activity - Visit to Tai Kwun
May 2026	S2 English Project Learning Activity - Visit to Hong Kong Zoological and Botanical Garden
May 2026	S3 English Project Learning Activity - Dialogue in the Dark Jockey Club Dialogue Experience Place
May 2026	參觀香港特別行政區國家安全展覽區
May 2026	iCare 16 Animal Service
May 2026	iCare 16 The Cookie Making Workshop with the disable
May 2026	iCare 16 The Elderly Service and Workshop
May 2026	iCare 16 The Child Care Volunteer Work (Kindergarten)
Jun 2026	Parent-Child Greater Bay Area Economic and Cultural Study Tour
Jun 2026	Self-enrichment Projec & Sister Programme: Tsingtao Study Tour
Jun 2026	Sister School Scheme - Study tour to Qingdao Aidi School
Jun 2026	Jao Tsung-I Academy Visit
Jul 2026	Guangzhou and Foshan Study Tour
Jul 2026	New Zealand (Auckland) English Study Tour
Jul 2026	本地文化探索之旅
Jul 2026	S5 Literature Tour
Jul 2026	KTAC Joint School Variety Show
Jul 2026	S3 Chinese Culture Camp
Jul 2026	Leadership Training Camp

IV. SUPPORT FOR STUDENT DEVELOPMENT

Our school is dedicated to nurturing the holistic development and personal growth of our students as individuals and responsible members of the community. Guided by our Christian faith, mission, and vision, this mission is achieved through the collaborative efforts of various departments and committees, including the Guidance & Counselling Department, Discipline Department, Career Planning & Guidance Department, Co-curricular Activities Department, Religion & Outreaching Department, Student Affairs Department, SEN Student Support Department, Civic, Moral, Nationalistic, Sex, Health & Environmental Education Department, and Form Coordination Committee.

A. Pastoral Care

We firmly believe that each student is unique and deserves individual care. To provide comprehensive support, our students benefit from a robust network of care, which includes a dual class teacher system, a series of orientation programmes, regular class time periods, morning assemblies, hall assemblies as well as other learning experience, life-wide learning, co-curricular activities, teacher training, and workshops tailored to cater students' needs.

Since 2010, S.1 Orientation Programmes have been organised through the concerted efforts of different departments and committees to help new students adapt to secondary school life. Following the introduction of the S.1 Orientation Week and on-campus lunch arrangements in 2023-24, we further established the S.1 Growth and Ascent Camp in 2025-26 to better prepare students for their secondary education.

Support for students in need is provided through the assistance of an educational psychologist (with 30 or more visits per year) who collaborates with and supports teachers and parents, two school social workers from the Hong Kong Children and Youth Services (funded by the EDB), and a full-time counseling worker (funded by the Learning Support Grant) who meets the needs of SEN students and provides pastoral care to those in need. Our school team members are dedicated to realising our potential and developing a deep sense of care for students and their families.

In order to enhance students' awareness of mental health, our school organised physical and mental health-focused activities before two major exam periods. The goal was to provide students with ways to alleviate their emotions and stress, as well as helping them cope with adversity and reduce exam pressure. During the Well-being Day, the Guidance & Counselling Department featured different daily themes, including "Eat Well", "Play & Exercise Well", "Sleep Well", "Love Well", and "Mind Well", in order to cater to the diverse needs of the students. Through participating in these activities, students were able to understand and vent their emotions, while also being introduced to appropriate outlets for expression.

To foster a culture of love, care, and appreciation, our school launched the "Proud of You Scheme" for all S1–S6 students. Under this initiative, class and subject teachers expressed their appreciation for students' diverse merits, spanning academic achievements, character strengths, good habits, interpersonal relationships, and talents. These heartfelt messages were then beautifully converted into greeting cards and presented to the students, effectively boosting their confidence and self-esteem through tangible recognition.

B. Inclusive Education

Since 2008, our school has taken a proactive approach to supporting students with special educational needs (SEN) by establishing a dedicated Student Support Team. During the S.1 registration process, parents are invited to voluntarily provide information about their children with special needs, allowing us to initiate the identification process. Both new and existing students with SEN receive ongoing support from this team.

To ensure appropriate support, our school utilises the Special Education Management Information System to apply for the Learning Support Grant (LSG) for Secondary Schools. The LSG plays a vital role in enabling us to offer necessary measures and services to students with SEN.

We are deeply committed to providing extensive support through a range of effective strategies and measures. In addition to our referral system, we have implemented various school-based supportive measures that address the unique needs of our students with SEN. We place great emphasis on regular communication with parents, fostering collaboration and incorporating their valuable input into the support process. Moreover, we organise specialised educational programmes tailored to meet the specific requirements of students with SEN, equipping them with additional resources and assistance.

Recognising the importance of individualised support, we actively encourage our teachers to adapt their classroom management techniques, teaching strategies, assignments, and examination arrangements to create an inclusive learning environment that caters to the diverse needs of all students. To further enhance support for students with SEN, we provide supplementary resources such as speech therapy training, study groups, and social skills groups. These resources are designed to address the specific needs of our students and facilitate their academic progress and personal growth.

Overall, our school remains fully committed to offering comprehensive support to students with special educational needs. By combining our referral system, school-based measures, and personalised accommodation, we strive to ensure that every student with SEN receives the necessary support and opportunities to thrive academically and personally.

C. Character building via Spiritual, Moral and Civic Education Development

To build character among students, the school continues to employ Christian principles and practices through various activities. We encourage all students and teachers to actively engage in these initiatives, which include life education, biblical knowledge, student fellowships, religious services, and diverse faith-based outreaches.

This year, the Religion and Outreaching Department systematically structured its ministries across three pastoral tiers—Mass Evangelism, Close-range Evangelism, and Discipleship Training—integrating the "7 Well" and "12 Values" initiatives into students' daily school life. Experiential student fellowships successfully brought students together for meaningful spiritual reflection and peer bonding. Highlights included the Mid-Autumn Sukkot Experience, where students crafted traditional mugwort hammers for their parents to practice Filial Piety; the Gingerbread Story Fellowship co-organised with the Technology & Living Department to foster Empathy and mutual care; the "Way of the Cross & Passover Feast" in collaboration with the Spiritual Affairs Department to reflect on Christ's sacrifice; and the post-exam "Splash of Grace" Themed Water Battle in partnership with the Love Foundation to cultivate joyful fellowship and teamwork. Through these diverse platforms, students deepened their understanding of Christian values and strengthened their bonds with one another.

The Jesus Lunch Cell Groups and weekly Student Prayer Meetings offered a warm and supportive space where students gathered with teachers, church pastoral staff, and Religious Ambassadors (RA). Church pastoral workers from Tai Wai Church regularly entered classrooms during lunch periods to provide spiritual guidance, pastoral care, and encouragement. Complementing these, RA-led Tuesday prayer meetings and lunch video devotions for S1 classes fostered peer support networks, emotional resilience, and a profound sense of Christian community on campus.

The annual Gospel Month and festive worship services significantly enriched the spiritual atmosphere of the whole school. The Christmas Service featured an inspiring live testimony and performance by the internationally acclaimed Watoto Children's Choir alongside a gospel movie appreciation session (*The King of Kings*), proclaiming Christ's love and artistic beauty. During Easter, the school partnered with Alliance Global Serve (AGS) for an evangelistic service led by Pastor Joanne, sharing international mission testimonies and inspiring students with the worldwide message of hope.

Leadership cultivation and experiential life planning were substantially reinforced through church-school collaboration. The Love Foundation Talented Students Scholarship Programme selected 20 promising student leaders across junior forms, providing face-to-face coaching and mentorship with community leaders, alumni, and school management.

Additionally, 42 student leaders led campus Sunday worship during the Campus Service Sunday, which was followed by a fellowship BBQ. To broaden students' horizons, cross-cultural and mission opportunities were organised, including the 3-day Zhongshan English & Music Cultural Study Tour in collaboration with local churches and schools, the HaDavar Biblical World Museum excursion, and the AGS Cambodia Short-Term Mission trip, allowing student leaders to turn learned faith into lifelong global service actions.

The success of these programmes is a testament to the dedicated partnership between Tai Wai Church and the school, and we express our heartfelt gratitude to all pastoral workers and teachers. To foster positive values and public speaking confidence, bi-class student representatives regularly shared scripture reflections during Wednesday morning assemblies. Furthermore, through collaborative initiatives such as the "Jesus Lunar New Year Stations" organised with the Chinese Society and LSD, students wrote Christian blessing couplets (Fai Chun) and reached out to the Tin Sam community in Tai Wai. These activities effectively nurtured students' civic awareness, Benevolence, traditional cultural appreciation, and national identity, guiding them to actively live out their faith and care for society.

To foster positive values, representatives from each class are given the responsibility of sharing their views during morning assembly. This allows students to express their thoughts and encourages active participation. Additionally, the school's Civic Education Ambassador and National Education Ambassador organise various programmes, such as the Self-enrichment Project, the Inter-class Energy Conservation Competition, and the Inter-class National Education Quiz. These initiatives aim to develop students' civic awareness and national identity, promoting a sense of belonging and responsibility towards their community and country.

D. Students' Potential and Leadership Development

In our school, acknowledging and celebrating student achievement is a cornerstone of our educational philosophy. To accomplish this, we have implemented a range of award schemes aimed at encouraging students to develop in a comprehensive and balanced manner. These initiatives not only acknowledge academic excellence but also place importance on positive character traits, leadership, community service, and teamwork.

1. Outstanding Student Award Election (S.1 - S.5)

The Outstanding Student Award Election is a prestigious scheme that recognises students who embody exceptional virtues and achieve academic excellence. Its purpose is to showcase students who exhibit outstanding qualities and make positive contributions to the school community. This award underscores the significance of combining academic achievements with positive character traits.

2. Outstanding Service Award and Student of the Year (S.6)

The Outstanding Service Award and Student of the Year accolades are exclusively granted to S.6 students, the senior year of our school. The Outstanding Service Award recognises S.6 students who have wholeheartedly dedicated themselves to providing valuable services to the school or the community. In addition, the Student of the Year award acknowledges students who excel academically while also making outstanding contributions to the school. These awards emphasise the vital role of community engagement and academic distinction in shaping well-rounded individuals.

3. Competent Leader Awards and Leader of the Year

The Competent Leader Awards and Leader of the Year scheme celebrate students' exemplary performance in co-curricular activities and commend their leadership abilities. It encourages students to actively participate in various co-curricular endeavors and develop their leadership skills. These awards play a crucial role in nurturing responsible and capable leaders within our student body.

4. Super Class Scheme

The Super Class Scheme places a strong emphasis on acknowledging team spirit and collective achievements. It recognises classes that have achieved exceptional results through a series of form-based competitions held throughout the academic year. This scheme fosters teamwork, collaboration, and healthy competition among students, cultivating a sense of camaraderie and collective effort.

5. Golden Badge Award Scheme

The Golden Badge Award Scheme honours outstanding students who excel academically, demonstrate leadership, commit to service, and achieve in competitions. It encourages the pursuit of excellence and reinforces positive values and fostering continued contribution to the school community.

These schemes serve as motivation for students to unlock their full potential and equip themselves with the necessary skills to become future leaders. All in all, we remain steadfast in our commitment to nurturing and celebrating the achievements of our students, while encouraging them to excel across all aspects of their educational journey.

E. Career Development

Inspired by Professor Jin Shuren's vision that career planning is about understanding oneself, adapting to circumstances, and pursuing a fulfilling life, our school delivers a structured, developmental career intervention framework. Rooted in Mark Savickas' Career Construction Theory, we empower students from S1 to S6 to actively author their own career stories through a progressive four-stage journey:

■ S1–S2: Self-Understanding

Students explore their Values, Attitudes, Skills, and Knowledge (VASK) through targeted workshops. By integrating career counseling elements into subject curricula, we help junior students build personal narratives and form a positive self-concept.

■ S3: Subject Selection

Utilising life design counseling, students align their personal narratives with career aspirations. Enhanced by industry insights and the Holland Code/Career Interest Tests, we guide students through critical HKDSE subject selection decisions.

■ S4–S5: Career Exploration and Enhancing Employability

We broaden students' horizons through authentic experiential learning, including interview workshops, entrepreneurial workshops, job shadowing, etc. Supported by our dedicated Alumni Mentorship network, senior students develop essential network opportunities and generic skills.

■ S5–S6: Planning for the Next Stage

To ensure seamless articulation to multiple pathways, we offer intensive individual career counselling, mock interviews, and resume-building workshops. This comprehensive support extends to families through our S6 Parents' Night, fostering a robust home-school alliance to navigate the HKDSE results release with confidence.

Ultimately, our student-centred career intervention framework equips future-ready leaders with the core career management competencies and resilience needed to thrive as lifelong learners in modern society.

F. Community and Global Outreaching

To enhance students' awareness of social needs, the Student Volunteer Service Scheme was established to provide numerous opportunities for volunteer service and social exposure activities. S.1 to S.3 students are required to attain at least 5 service hours and S.4 to S.5 students are required to attain at least 7 service hours in the volunteer service and exposure activity in each academic year. To encourage students to take part in more volunteer work, there are four awards for students to pursue in this Student Volunteer Service Award Scheme, including Bronze award with not less than 15 service hours, Silver award with not less than 25 service hours, Gold award with not less than 35 service hours as well as the Outstanding Student Volunteer Leadership Award who attained the maximum service hours per year. This is achieved through the organisation of Volunteer Service Experiential Activities, the iCare 16 Community Services and Exposure Programme and Service Learning and Exposure Day.

The school offers a systematic volunteer work programme for students from Form 1 to Form 5. The theme for Form 1 volunteer service focuses on Environment and Sustainability. For Form 2, the theme is Aging and Elderly Care. Form 3 addresses Social Inclusion, while Form 4 centers on Poverty Alleviation. Finally, Form 5's theme is dedicated to Socially Vulnerable Groups. Through experiential volunteer service activities and Service Learning and Exposure Day, students engage in three lessons designed to deepen their understanding of the volunteer service themes, analyze social issues, and consider how they can contribute positively to society.

Participation in the iCare 16 Community Services and Exposure Programme, organised by the Learning Exposure and Service Learning Department, provides students with opportunities to engage in meaningful community services. For example, animal service activities held in both semesters aim to cultivate empathy and raise awareness about the plight of marginalised animals. Visits with the disabled and the elderly help students develop compassion for minority groups. Additionally, flag-selling activities organised this year further increased students' awareness of societal needs. Active participation in caring for the school environment is also encouraged through cleanup activities that instill the value of physical effort and the importance of maintaining a clean setting.

The Service Learning and Exposure Day, held on 8 January 2026, for S.1 and S.2 students, and on 26 March 2026, for S.1 to S.5 students, focused on various societal issues. S.1 students engaged in activities at Hong Kong Wetland Park and participated in beach and mountain cleanups, while S.2 students took part in one-day Mainland Study Tour and visited elderly centers. S.3 students visited the East Park Precinct and the Wai with visually impaired individuals as well as doing the Community & Accessibility Survey in AIRSIDE and New Town Plaza with wheelchair users, and S.4 students interacted with sanitation workers. S.5 students participated in an Inclusive Education Workshop. We hope these volunteer services and experiential exposure activities enriched students' experiences, broadened their insights, and facilitated personal growth.

Finally, our school has organised a variety of Exchange Programmes, including the Career Exploration Tours to the Greater Bay Area on 20 November 2025, the S.2 Greater Bay Area Career Planning Mainland Study Tour on 8 January 2026, the Zhongshan English and Music Study Tour on 26 March 2026, the S.4 CSD Mainland China Study Tour on 7 April 2026, the Parent-Child Study Tour to the Greater Bay Area on 27 June 2026, the Self-enrichment Projects and Sister School Programme for Study Tours to Tsingtao on 29 June 2026, the Mainland China Study Tour - An Exploration into the Intangible Cultural

Heritage and Innovative Technology in Guangzhou and Foshan on 16 July 2026, along with the New Zealand (Auckland) English Study Tour on 20 July 2026. Through these exchange programmes, students broaden their horizons, deepen their understanding of our motherland and its culture, and equip themselves for future challenges.

G. Home-School and Alumni Co-operation

The Parent-Teacher Association Committee (PTAC) has demonstrated exceptional commitment through its dedicated volunteers and committee members, who actively support diverse school activities both on and off campus. During the fruitful 2025–26 academic year, the PTA successfully organised a wide array of holistic initiatives to strengthen home-school cooperation. These included various parent-child interactive workshops and specialised parenting talks designed to enhance family relationships and promote physical and mental well-being. To further support parents and deepen home-school collaboration, the PTA hosted dedicated booths during Parents' Day, providing families with valuable counseling and career guidance support. Additionally, the association organised a parent-child mainland study tour. Furthermore, the newly established "PTA's Emergency Support Caring Fund" provided crucial financial assistance to families experiencing emergencies, while the PTA awarded commendations for outstanding student conduct and academic improvement. These comprehensive efforts have significantly enhanced home-school communication while fostering a strong sense of community among students.

Similarly, the Recognised Alumni Association (RAA) has become an essential pillar of support for the school community. Alumni have generously shared study skills and leadership development strategies, enabling current students to succeed academically and professionally. The mentorship programme, designed to bridge the gap between experience and youth, has received positive feedback from participating students, fostering a culture of collaboration and growth. The Alumni Cup tournament was also successfully delivered as a value-driven, collaborative sports initiative, featuring mixed basketball team layouts. By integrating returning alumni directly into student team matrices, the event bridged generational gaps, created a strong baseline of engagement, and strengthened a shared sense of identity. Looking ahead, the RAA remains committed to deepening its partnerships with the school. By supporting joint initiatives, it aims to create enriching opportunities that benefit both alumni and current students, enhancing the overall educational experience and strengthening community ties.

V. STUDENT PERFORMANCE

A. HKDSE Examination Results

The school year 2025-26 was a year full of blessings amid challenges and difficulties. By God's abundant grace, students worked hard and showed significant improvement in the 2026 HKDSE Examination. The performance of Level 4 or above was impressive, with the overall school rate exceeding 40%, which is higher than the HK average. Twelve subjects offered performed better than their respective HK averages: 70% in Geography, 58.6% in Mathematics, 54.5% in Biology, 54.5% in Chemistry, 54.2% in Economics, 52.6% in Chinese History, 44.4% in ICT, 44.4% in Chinese Literature, 37.5% in Ethics and Religious Studies, 33.3% in PE (DSE), 32.3% in Chinese, and 25% in HMSC.

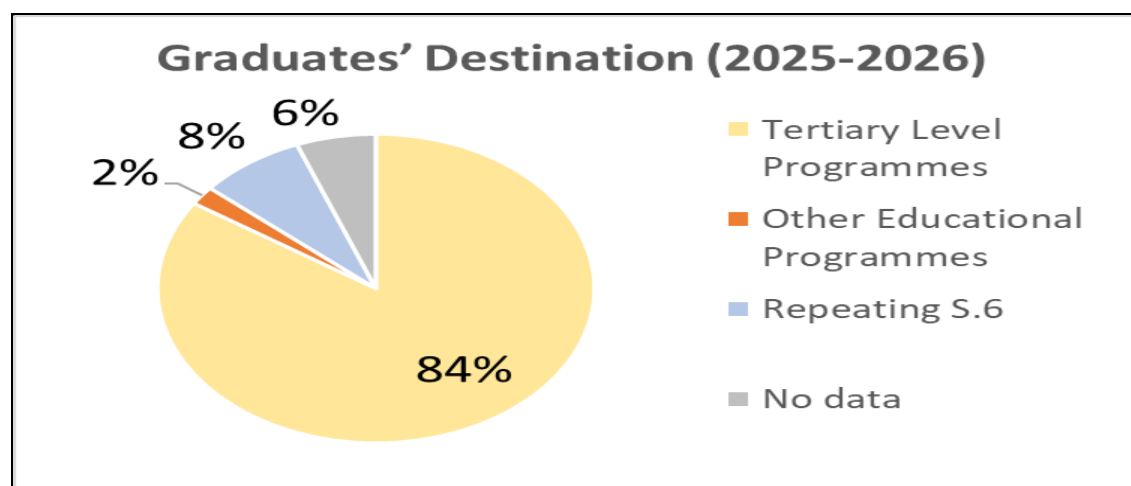
Additionally, the performance of Level 2 Attained or above was remarkable, with the overall school rate reaching nearly 100%. All subjects offered performed better than their respective HK averages: 100% in Chinese Language, 99% in English, 99% in Mathematics, and 98% in CSD; 100% in BAFS, Biology, Chinese History, Chinese Literature, Economics, Ethics and Religious Studies, Geography, HMSC, ICT, M1, M2, Visual Arts, PE (DSE) and Physics.

The most outstanding student, 6A Lee Hoi Him, attained a score of 34 in their best six subjects. In total, there were 202 instances of Level 4 or above across various subjects.

In conclusion, the results in the 2026 HKDSE Exam reflect the concerted efforts of both teachers and students in the pursuit of excellence in their studies. Dedication and perseverance were evident among them throughout the year.

B. Graduates' Destinations (2025-2026)

	Percentage of Students	No. of Students
Tertiary Level Programmes	84.31%	86
Other Educational Programmes	1.96%	2
Repeating S.6	7.84%	8
No data	5.88%	6



宣道會鄭榮之中學 Christian Alliance Cheng Wing Gee College

C. Scholarships & Awards

SCHOLARSHIP

Sir Edward Youde Memorial Prizes for Senior Secondary School Students

6A LEE HOI HIM

6A LEUNG YIK SHING

Top 30 awardees of the Link Scholarship Student Scholarship 2026

4A SIU PUI CHI

Life School Ministry Talent Scholarship Scheme

3A LAU PAK YIN MARS

5A LAM PAK YU

3A LI TAK HEI

5A YIU CHI NGA

4A KIMBERLEY TSOI

5B CHAN CHUN BOND

4B IP YAN KIU

5B IP YAN NGO NATHANAEL

4D KWOK YUET LAM

5D AU-YEUNG CHING

4D WONG NGA YI

EXTERNAL AWARD

New Territories Outstanding Student Election 2025 - Outstanding Student Award

4A LAW WAI LAM

21st Sha Tin Outstanding Student Award

Excellence in Team Competition Award

5D AU-YEUNG CHING

Best Team in Team Competition

5D AU-YEUNG CHING

Commendation Certificates

3B CHAI TSZ CHIN

Commendation Certificates

5C LAU TSZ KWAN EUNICE

Outstanding Student [Top 10]

4A LAW WAI LAM

Outstanding Student [Top 10]

5D AU-YEUNG CHING

2025 Eighth Hong Kong Youth Progress Award

Commendation Award

5B CHAN LOK YEE

Youth Arch Student Improvement Award 2024-2025

Top 10 Student Improvement Award

5B CHAN LOK YEE

Youth Arch Student Improvement Award

2A CHOY WING TUNG

4B LOU SI UN

2A MOK TSZ YAU

4C HO TSZ HIM

2B CHAN TSZ FUNG

5A FU MIN EN

2C HO YUEN CHI EUSANE

5C TSUI PO YIN

3A AU YEUNG HING

5D CHONG CHEUK YI

3B WONG KA HIN

6A LEE NOK YIU

3C LEE KING TUNG SABRINA

6B YAU CHING TONG

3C TSANG WANG CHI

6C WONG KWUN YAM

4A NG CHUN TING

6D HUI CHEUK CHI

4B LI KIN LAM

6E CHAN CHEUK YEE CHERRY

2024-2025 中國中學生作文大賽（香港賽區）

初中組 優異獎

3B TSANG TSZ LING

4B CHAN MEI KI

4A CHEN CANRONG

4C LAI YUK LAM

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

「說好香港故事」大行動 2025/26

初級組 優秀文章獎

2B KWOK HO LONG

第 77 屆香港學校朗誦節 (2025) (中文朗誦)

散文獨誦 (普通話) 良好獎狀

1C TANG CHO LAM

3B YIN MENG RAN

散文獨誦 (普通話) 優良獎狀

1D NG HEI KA

5B LI YAN YUNG LISA

詩詞獨誦 (普通話) 優良獎狀

1D CHAN WING KIU

1D WANG KAI NOK

詩詞獨誦 (粵語) 良好獎狀

1A CHOW VIGEE SERENA

3C CHOI HUNG YIU

1B CHEUNG HIU YING

5D FUNG KA YEE

1D HUANG TSZ SUM

詩詞獨誦 (粵語) 優良獎狀

1A CHEUNG CHIN WEN

2D YAN TSZ YIU

1B LEUNG WING WING

77th HK Schools Speech Festival English

Choral Speaking Merit

1B CHAN CHEUK YING

2A AU HOI CHING HANNA

1B CHAN YUET KATIE

2A CHAN PUN HEI

1B CHEN JIAYI

2A CHAU CHI LONG JEREMY

1B CHEUNG HIU YING

2A CHEN XINYI

1B CHEUNG PAK YAT PIUS

2A CHENG BO

1B CHEUNG WAN HEI MIRANDA

2A CHENG UEN CHING

1B CHIU TSZ KIT

2A CHIU TSZ LONG

1B CHOI CHI KIU

2A CHOW CHUN HEI

1B CHOON KA KUK

2A CHOY WING TUNG

1B CHOW TSZ NOK

2A FUNG SZE YUEN

1B FU YUK SHING

2A GUNG CHI LAM

1B IP YIU SAN

2A HAU YEE SEN

1B LEE KIN FUNG

2A HUANG JUNJIE

1B LEE TSZ YU

2A KONG YAT NAM

1B LEUNG CHUNG HEI

2A KWOK TSZ KI

1B LEUNG LOK TING

2A LAM HO TUNG

1B LEUNG SUM YU

2A LAU CHUN KI

1B LEUNG WING WING

2A LAU HO HIN

1B LI HO YIN

2A LAU TSZ LONG

1B LI ON TING

2A LEUNG SIU CHUN

1B LI YING XUE SIOBHAN

2A LEUNG YU HO

1B LIU LIFU

2A LI CHI YAN

1B LO SING YU

2A LUI LOK YI

1B LO TSZ LAM

2A MA KAI LUN

1B LU SZE WING

2A MAO SHIRLEY

1B NG SHING YU

2A MOK TSZ YAU

1B SIU HUI SUN

2A MOK WAN TING

1B SIU WAI LAM

2A NG PUI KA

1B SO YANBO AIDEN

2A PAK YAT LONG

1B SU CHING LUNG

2A PUN CHUN HANG

1B WAI KA YAN

2A TSANG SUNG SANG CYRUS

1B WONG YUEN YUEN

2A TSE WING HEI

1B YEUNG MEI YI

2A WONG CHING HIN

1B YIM CHI YUEN

2A YUEN FELICIA TSING YAN

1B YU LOK HEI

2A YUEN HONG CHING

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

Dramatic Duologue Merit

2A AU HOI CHING HANNA
2A CHENG UEN CHING
5B LI YAN YUNG LISA

5B LUI HAILEY
5B YIP CHEUK LING
5C LEUNG YAN YUET

Dramatic Duologue Second Place

4A LEUNG KWOK MING

4B LOU SI UN

Dramatic Duologue Third Place

4A CHAN TING HIM

4A SIU PUI CHI

News Feature Presentation First Place

5A JIAO HONG YE

5C HUANG HO YEUNG

News Feature Presentation Merit

2A CHAN PUN HEI
3B REN LINDA
5D AU-YEUNG CHING

5D FUNG KA YEE
5D YU HAU CHO

Solo Verse Speaking Merit

1A CHOW VIGEE SERENA
1A LAU HO YIN
1A YU TIK HIM HUBERT
1B CHOI CHI KIU
1C LEUNG PAK YIN
1D CHUNG YAN HON
Solo Verse Speaking Third Place
1B LEUNG CHUNG HEI

2C WONG HO CHI ETHAN
3B REN LINDA
3C CHOI HUNG YIU
3C WAN WAI
5B LUI HAILEY
5C HUANG HO YEUNG

HK School Elite Competition 2025 - English Group

S4 Champion & Gold Award

5A LIU MING HIM

S4 Gold Award

5B LUI HAILEY

5B YIP CHEUK LING

S4 Silver Award

5A LI NOK WANG

5A WAN NOK HEI

S5 Silver Award

6A LI ON YAN
6C CHUNG CHEUK NAM
6D HAN PO HUEN

6A LI ON YAN
6C CHUNG CHEUK NAM
6D HAN PO HUEN

S5 Bronze Award

6A WONG HO SUM
6A YANG FRANKY
6C YAU KAI SHUN
6C YU LAI YING

6A WONG HO SUM
6A YANG FRANKY
6C YAU KAI SHUN
6C YU LAI YING

The 18th English Radio Drama Competition

Semifinalist Certificate

2A CHAN PUN HEI
2A CHENG UEN CHING
2B CHEUNG YU HEI

2B KWOK HO LONG
2C MUHAMMAD ABDULLAH

Time to Talk Public Speaking Competition 2025/26

Merit (Finals)

4A CHAN TING HIM
4A KIMBERLEY TSOI

4A SIU PUI CHI
4B ZHENG YUFEI

S1 Champion & Overall Merit

1D CHOI PAK YING
1D CHUNG YAN HON
1D JIN JOANNA LE YI

1D LEUNG NGA MAN
1D TANG CHUN MAN

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

S2 Champion & Overall 3rd Prize

2B CHEUNG YU HEI

2B HUI LOK WING

2B KWOK HO LONG

2B WAN HIU YAN

S3 Champion & Overall Merit

3D CHEUNG SHUN PUI

3D CHUNG KAI KIT

3D TSEUNG YAN TUNG

3D TSOI WANTONG

S4 Champion & Overall Champion

4A CHAN TING HIM

4A KIMBERLEY TSOI

4A LEUNG KWOK MING

4A SIU PUI CHI

4B ZHENG YUFEI

S5 Champion & Overall 2nd Prize

5C HUANG HO YEUNG

5C LAM CHUN

5C LAU TSZ KWAN EUNICE

5C LEUNG YAN YUET

5D YU HAU CHO

2025 香港學界數學及奧數精英賽

亞軍

4A WONG YAT LONG

金獎

4A CHEN JINYU

4A HUANG YUTONG

5A LUI TZE HO

5A WAN NOK HEI

殿軍

3A TSENG ALAN

銀獎

2B YU KA LOK

3A CHEUNG PAK KIU

3A HE BOXI

3A WU XIAN XUAN

4A LI CHEUK YIU

4A SIU PUI CHI

4B SO KA HEI

4B TSANG TSZ WA

5A MA YIU SING

5A WONG NOK YIN CALEB

銅獎

2A CHAN SHUT YAN HANNAH

3A LO SHUN LAP

4A CHEN CANRONG

4A LAW WAI LAM

4A LEUNG SIN YU

大灣盃預選賽 2026

一等獎

4A SUN MINGYUAN

5A LUI TZE HO

5A WAN NOK HEI

二等獎

3A CHEUNG PAK KIU

3A LO SHUN LAP

3A TSENG ALAN

3B LIAO TSZ YING

4A LEUNG SIN YU

三等獎

3A HE BOXI

3A WU XIAN XUAN

華夏盃

初賽 二等獎

3A LIU HAO XUAN

初賽 三等獎

1B LI HO YIN

1C TANG CHO LAM

3A HE BOXI

宣道會鄭榮之中學 Christian Alliance Cheng Wing Gee College

晉級賽 三等獎

1C TANG CHO LAM
3A LIU HAO XUAN

1C TANG CHO LAM

80th Anniversary of Victory in the Anti-Japanese War Game Design Competition

Merit

4A CHIU CHI HANG
4A LAW WAI LAM

4A LEUNG SIN YU

Bright Future Cup 2026

Most Artistic Design Award

3B LAM KIN LONG
3C KO TSZ SHING
3D CHEUNG SHUN PUI

4A CHIU CHI HANG
4D CHENG MAN YUK
4D LEE MING YU AIDAN

Second Runner-up

3B LAM KIN LONG
3C KO TSZ SHING
3D CHEUNG SHUN PUI

4A CHIU CHI HANG
4D CHENG MAN YUK
4D LEE MING YU AIDAN

Construction Robots for Housing Junior Innovator's Challenge

Champion

4A CHIU CHI HANG

Greater Bay Area Academic Low-Altitude Flight Application Challenge

Third Prize

6A ZHU QIANWEN

Hong Kong Primary and Secondary School Robotics Competition 2025

Sumo Battle Elite Category 1st Runner-up

3B LAM KIN LONG
3C KO TSZ SHING
3D CHEUNG SHUN PUI
3D TO KIU FUNG KEITH
4A CHIU CHI HANG
4A LI ZIKY
4C LAI LOK CHING
4C NG YEE WAI

5A LI YUEN YEE
5A ZENG HING YAU
5C CHAU CHING
5C CHAU YUI KI
6A LEE NOK YIU
6A LEUNG YIK SHING
6A ZHENG KAYE
6E LAM TSZ CHING

「跨學科 · Co-Explore」 全港中學生創作大賽 2025

最具跨學科元素獎

5B WONG TSZ YAN JILIAN
5D AU-YEUNG CHING

5D CHAN KAI YU
5D CHOW CHING HEI

Economic Infographic Challenge (2024/25)

Merit

5B CHONG TSZ YUET
5B LEUNG CHEUK LOK

5B ZHANG QIHUA

Economic Infographic Challenge (2025/26)

Attained

5B IP YAN NGO NATHANAEL

5B LUI HAILEY

Excellence

4B CHAN TSZ FUNG
4B CHAN YING CHUN

5B CHONG HIRAM
5B CHONG TSZ YUET

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

4B CHAU SIU TUNG
 4B CHEN MING HOI
 4B ESLI TSE
 4B IP YAN KIU
 4B KE WAI MAN
 4B LAN WING TUNG
 4B LEUNG DAVIS CHING HIM
 4B LI MING HUNG
 4B PAK HOI YU
 4B SHUM HO YEUNG
 4B TSUI WAI LAM
 4B YIP PAK HEI
 5B CHAN CHUN BOND
 5B CHAN LOK YEE
 5B CHENG HIU YUNG

5B FAN PUI SZE
 5B LAI TING YAN
 5B LAU YAN TUNG
 5B LEUNG CHEUK LOK
 5B LEUNG JULIAN ANDERSON
 5B LEUNG SIW TIN
 5B LEUNG SUM YI ZOE
 5B LIU LOK HIM
 5B TAM HIU LAM
 5B TANG WAN HEI
 5B WONG TSZ YAN JILIAN
 5B WU LI YI
 5B YIP CHEUK LING
 5B ZHANG QIHUA

International Economics Olympics Essay Challenge

Certificate of submission

5B CHONG TSZ YUET
 5B LEUNG CHEUK LOK

5B ZHANG QIHUA

Student Training in Entrepreneur Programme-Enterprise Challenge

Sliver Award

4D LEE MING YU AIDAN
 5A POON KA MING

5D YU HAU CHO

全港中學中國歷史研習獎勵計劃

高級組嘉許獎

5D AU-YEUNG CHING

5D CHOW CHING HEI

高級組優異獎

5D CHAN KAI YU

理大全港中國歷史論文比賽 2025

理大青年史學獎 亞軍

6D DU MIN FE
 6D HAN PO HUEN
 6D LAU YAN YIU

6D LAU YAN YIU
 6D LEE CHOI YEE CHERRY
 6D LUI SIU CHING

15th World Children Art Awards 2026

Chinese painting in youth section Gold Award

1A NG HEI YU

17th Arts Ambassadors-In-School Scheme

Certificate of Recognition

5D CHAN SUM YING

6D LEE CHOI YEE CHERRY

2026 Asia Pacific Outstanding Arts Elite Competition

Percussion Competition Group Section Second Place

1A CHEUNG CHIN WEN
 1A NG LOK YU
 1B CHAN CHEUK YING
 1B LEUNG CHUNG HEI
 1B LI YING XUE
 1B SIU HUI SUN
 1D CHAN WING KIU
 1D LIN YU XI

2A MOK TSZ YAU
 2B WONG CHOR KIU
 2C YIP YU HIN
 3A LUN PUI MAN
 3A TAM LEONA
 3B TANG MAN CHI ANGIE
 3C CHOI HUNG YIU
 3C WAN WAI

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

1D NG HEI KA
1D WANG KAI NOK
2A LI CHI YAN

3D TSOI WANTONG
5A YIP CHEUK HIM
5B FAN PUI SZE

The Jockey Club Student Drawing Competition of Hong Kong Flower Show 2026

Champion

3C LEE KING TUNG SABRINA

面具設計比賽

嘉許狀

4C CHOW WING CUTE
4C HE PUI LAM
4C NG CHEUK YI
4C WONG LEONG CHI

4D HO YUK HIN
4D KWOK TSZ YAU
4D LAU PAK YIN
4D LEUNG LOK TUNG

香港國際文藝交流協會 2026 年專題攝影比賽 創意至上

《海洋奇觀》青少年組 亞軍

3B CHEN ANQI
3B LAU HIN CHUNG

《海洋奇觀》青少年組 季軍

5A LIU MING HIM

《海洋奇觀》青少年組 冠軍

3C YIP KAI KUEN
4D LAW YAN CHI

3D TSEUNG YAN TUNG
4D LEE MING YU

5C LAU TSZ KWAN EUNICE

5B IP YAN NGO NATHANAEL

2026 亞太區優秀藝術精英音樂大賽聲樂

金獎

5A LAM PAK YU

5D MA CHUN KIT

2026 亞太區優秀藝術精英音樂大賽

聲樂 S1-S2 組別 亞軍

聲樂 S1-S2 組別 季軍

聲樂 S3-S4 組別 亞軍

聲樂 S3-S4 組別 季軍

聲樂 S3-S4 組別 冠軍

聲樂 S5-S6 組別 亞軍

聲樂 S5-S6 組別 季軍

聲樂 S5-S6 組別 冠軍

聲樂團體組 亞軍

1C CHUNG YUI CHING
2A HAU YEE SEN
2A MOK TSZ YAU
2B HUI LOK WING
2C WONG HO CHI ETHAN
3A LUN PUI MAN
3A TAM LEONA
3B CHAI TSZ CHIN
3C WAN WAI
4C YIU YAN TUNG

1C CHUNG YUI CHING
2C WONG HO CHI ETHAN
3C WAN WAI
3A LUN PUI MAN
3A TAM LEONA
4C YIU YAN TUNG
5A YIP HOI CHI
5B WU LI YI
5B YIP CHEUK LING
5C LAU TSZ KWAN EUNICE
5B FAN PUI SZE
5B LI YAN YUNG LISA

5A LAM PAK YU
5A YIP HOI CHI
5B FAN PUI SZE
5B LI YAN YUNG LISA
5B WU LI YI
5B YIP CHEUK LING
5C LAU TSZ KWAN EUNICE
5D AU-YEUNG CHING
5D MA CHUN KIT

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

聲樂團體組 冠軍

1A CHAN HOI LAM CHARLOTTE
 1A LAU HO YIN
 1B CHEUNG WAN HEI MIRANDA
 1B CHIU TSZ KIT
 1C CHUNG YUI CHING
 1C TSUI HEI TUNG TIFFANY
 1D CHAN WING KIU
 1D HUANG TSZ SUM
 1D LIN YU XI
 1D WANG KAI NOK
 2A HAU YEE SEN
 2A KWOK TSZ KI
 2A LUI LOK YI
 2A MOK TSZ YAU
 2A MOK WAN TING
 2A TSE WING HEI
 2B HUI LOK WING
 2B LIN HOI CHING
 2B WANG HO FEI
 2B WU ZIQI
 2C CHAN MEI LOK
 2C NGAN YING HEI

2C WONG HO CHI ETHAN
 2D FENG TSZ HO
 3A LUN PUI MAN
 3A TAM LEONA
 3B CHAI TSZ CHIN
 3B LIAO TSZ YING
 3C WAN WAI
 4A DENG SIQI
 4C LEE YI YU
 4C YIU YAN TUNG
 5A LAM PAK YU
 5A YIP HOI CHI
 5B FAN PUI SZE
 5B IP YAN NGO NATHANAEL
 5B LI YAN YUNG LISA
 5B WU LI YI
 5B YIP CHEUK LING
 5C LAU TSZ KWAN EUNICE
 5D AU-YEUNG CHING
 5D CHONG CHEUK YI
 5D MA CHUN KIT

JSMA Secondary School Ensemble (Singing)

Silver Award

1C CHUNG YUI CHING
 3A LUN PUI MAN
 3A TAM LEONA
 3B CHAI TSZ CHIN
 3C WAN WAI

4C YIU YAN TUNG
 5B FAN PUI SZE
 5B LI YAN YUNG LISA
 5C LAU TSZ KWAN EUNICE

JSMA2026 Secondary School Choir (Junior)

Silver Award

1A CHAN HOI LAM CHARLOTTE
 1A LAU HO YIN
 1B CHEUNG WAN HEI MIRANDA
 1B CHIU TSZ KIT
 1C CHUNG YUI CHING
 1C TSUI HEI TUNG TIFFANY
 1D CHAN WING KIU
 1D HUANG TSZ SUM
 1D LIN YU XI
 1D WANG KAI NOK
 2A HAU YEE SEN
 2A KWOK TSZ KI
 2A LUI LOK YI
 2A MOK TSZ YAU
 2A MOK WAN TING
 2A TSE WING HEI
 2B HUI LOK WING
 2B LIN HOI CHING
 2B WANG HO FEI
 2B WU ZIQI
 2C CHAN MEI LOK
 2C NGAN YING HEI

2C WONG HO CHI ETHAN
 2D FENG TSZ HO
 3A LUN PUI MAN
 3A TAM LEONA
 3B CHAI TSZ CHIN
 3B LIAO TSZ YING
 3C WAN WAI
 4A DENG SIQI
 4C LEE YI YU
 4C YIU YAN TUNG
 5A LAM PAK YU
 5A YIP HOI CHI
 5B FAN PUI SZE
 5B IP YAN NGO NATHANAEL
 5B LI YAN YUNG LISA
 5B WU LI YI
 5B YIP CHEUK LING
 5C LAU TSZ KWAN EUNICE
 5D AU-YEUNG CHING
 5D CHONG CHEUK YI
 5D MA CHUN KIT

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

Secondary School Group Ensemble (Singing)

Golden Award

1C CHUNG YUI CHING	5A LAM PAK YU
2A HAU YEE SEN	5A YIP HOI CHI
2A MOK TSZ YAU	5B FAN PUI SZE
2B HUI LOK WING	5B LI YAN YUNG LISA
2C WONG HO CHI ETHAN	5B WU LI YI
3A LUN PUI MAN	5B YIP CHEUK LING
3A TAM LEONA	5C LAU TSZ KWAN EUNICE
3B CHAI TSZ CHIN	5D AU-YEUNG CHING
3C WAN WAI	5D MA CHUN KIT
4C YIU YAN TUNG	

2025 年香港代表隊選拔賽第五站 - 新人拉丁舞公開賽 (男女混合 12-15 歲)

查查查 亞軍

1A CHOW VIGEE SERENA

Certificate of Achievement in the category of the: Street Dance Team Under 14

Bloomswagger Advance

2A AU HOI CHING HANNA

Hong Kong Elite Dance Competition 2026

Silver Award

1B LU SZE WING	3C YIP WING CHING
1C CHUNG YUI CHING	3D FUNG YUEN KIU
1D TANG CHUN MAN	4B CHAN MEI KI
2A LEUNG YU HO	4B HO HIU MAN
2A YUEN FELICIA TSING YAN	4B KE WAI MAN
2B CHEUNG YU HEI	4C FUNG PUI YI
2C NGAN YING HEI	4C HUANG WENDY
3B HUANG ZIQI	5D AU-YEUNG CHING
3B NG NG TUNG	

Hong Kong Youth Elite Dance Contest 2026

Gold Prize

1B LU SZE WING	3C YIP WING CHING
1C CHUNG YUI CHING	3D FUNG YUEN KIU
1D TANG CHUN MAN	4B CHAN MEI KI
2A LEUNG YU HO	4B HO HIU MAN
2A YUEN FELICIA TSING YAN	4B KE WAI MAN
2B CHEUNG YU HEI	4C FUNG PUI YI
2C NGAN YING HEI	4C HUANG WENDY
3B HUANG ZIQI	5D AU-YEUNG CHING
3B NG NG TUNG	

ITEDA 國際兒童及青少年舞蹈比賽 2026

季軍

1A LAU YEUK HEI	2A CHENG UEN CHING
1B CHEN JIA YI	2A YUEN FELICIA TSING YAN
1B CHEUNG HIU YING	2B CHEUNG YU HEI
1B LEUNG WING WING	2D LAU TAM LING
1B LO TSZ LAM	3B LEE LOK YAU
1B SIU WAI LAM	3C CHAN TSZ YIU
1B YIM CHI YUEN	3D CHENG HEUN CHING
1C CHAN CHEUK KIU	5B CHAN CHUN BOND
1C YEUNG HOI WUN	5C LAU TSZ KWAN EUNICE
1C YUE YUET CHING	5C TSE MING HONG
2A AU HOI CHING HANNA	

宣道會鄭榮之中學 Christian Alliance Cheng Wing Gee College

The International Dance Competition for Children and Youth 2026

Champion

4B KE WAI MAN	3B NG NGA TUNG
1B LU SZE WING	3C YIP WING CHING
1C CHUNG YUI CHING	3D FUNG YUEN KIU
1D TANG CHUN MAN	4B CHAN MEI KI
2A LEUNG YU HO	4B HO HIU MAN
2A YUEN FELICIA TSING YAN	4C FUNG PUI YI
2B CHEUNG YU HEI	4C HUANG WENDY
3B HUANG ZIQI	5D AU-YEUNG CHING

「武盟杯」粵港澳全民武術公開賽 男子青年乙組

自選南刀 第二名	4C HO TSZ HIM
自選南拳 第二名	4C HO TSZ HIM
自選南棍 第二名	4C HO TSZ HIM

2025 第 17 屆國際及全港校際武術大賽 學界組

長器械 國際第三套路南棍 金獎	4C HO TSZ HIM
短器械 自選南刀 金獎	4C HO TSZ HIM

2025 香港國際武術精英賽 男子 E 組

自選南拳二等獎	4C HO TSZ HIM
自選南棍二等獎	4C HO TSZ HIM

2025 中國民族跳繩聯賽(香港站) 14-15 歲 男子組

1 分鐘連續放柄跳速度賽 亞軍	2D SZE CHUN MING
2 x 30 秒二重接力速度賽 冠軍	2D SZE CHUN MING
30 秒二人橫排速度賽 亞軍	2D SZE CHUN MING

2025 年中國民族跳繩聯賽(中國香港站) 14-15 歲 男子組

30 秒單車速度賽 亞軍	2D SZE CHUN MING
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2025 年單車聯賽 第四場

U14 亞軍	3D KONG CHEUK HIN
U16 季軍	3D KONG CHEUK HIN

2025 年粵港澳大灣區學生橄欖球交流賽觸式

U13 女子組- 第一名	1C LAM SUM YU
U13 混合組- 第二名	1C LAM SUM YU

2026 City of Athletics - Opening Race Girls

U16 200M Champion	2C HO YUEN CHI EUSANE
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Double Dutch Freestyle

U15 Champion	2A AU HOI CHING HANNA
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HK Trampoline Gymnastics Age-Group Competition 2025

Girls aged 13-14 Champion	2A MOK TSZ YAU
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HK Trampoline Open Championships 2025

Girls Grade C Individual-Champion	2A MOK TSZ YAU
Mixed Synchronised (U14) - Champion	2A MOK TSZ YAU
Synchronised (Girls U14) - 5th Place	2A MOK TSZ YAU

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

The 26th Hong Kong Trampoline Secondary School Competition

Girls C Grade Individual Champion 2A MOK TSZ YAU

HKSSF Inter-School Athletics Competition 2025-26

Girls C 100M 4th Place 2C HO YUEN CHI EUSANE

Girls C 200M 3rd Place 2C HO YUEN CHI EUSANE

HKSSF Inter-School Athletics Competition

Boys C Grade 100m 3rd Runner-up 2D LI HIU LOK

HKSSF Inter-School Basketball Competition

Boys C Grade 3rd Place

1A LI TSZ LOK JAVAN

1A WONG MAN LOK

1D LAI YAT HIM

2B LIU KWAI MING

2B LUM HO CHUN

2C HO PAK YU

2C LO YU SUM

2C SANTOS DEACON CHARON

2C WONG TSZ LAAM

2C YING TSANG HEI MARCUS

2C ZHENG POK WAN

2D LAU TSZ YU

2D ZHOU JIAWEI

HKSSF Inter-School Cross Country Competition 2025-26

Boys B Grade 4th Place

2C WANG WILBERT

3A TAI CHUN KIU

3A WONG YEE LOK

3B LAU HIN CHUNG

3B WONG KA HIN

3C NGAI CHANG NAM

3C ZHANG THOMAS

4B LI KIN LAM

HKSSF Inter-School Cross Country Competition 2025-26

Girls B Grade -7th Place

3B YU CHING LAM

3D CHENG HEUN CHING

3D NG ZI LING

4B CHAU SIU TUNG

4C CHEUNG HOI TING

4C LAI LOK CHING

HKSSF Inter-School Long Distance Run Competition 25-26

Boys B 4th Place

3A TAI CHUN KIU

3A WONG YEE LOK

3B LAU HIN CHUNG

3B WONG KA HIN

3C ZHANG THOMAS

4B LI KIN LAM

HKSSF Inter-School Swimming Competition

Girls A Grade 50m Freestyle 4th place 5C WONG IN CHUN

HKSSF Inter-Secondary Schools Rugby Sevens Competition 2025-26

Tenth Place

6B LI YIP JUN BRIAN

6D FU TSZ HANG

6E CHAN YIN LAM

6E CHU MING YIN ISSAC

6E HO NOK HEI

HKSSF Inter-Secondary Schools Rugby Sevens Competition

Boys A Grade -10th Place

3D CHEUNG ROCK

4D CHENG MING CHIT

4D TSANG CHIT HEI

5B ZHANG QIHUA

Hong Kong Elite Spirit Taekwondo Championship 2026

A5 男子品勢 Taegeuk 3 Champion

2C WONG HO CHI ETHAN

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

Inter-Secondary School Touch Championship 2026

Boys U19 Champion

2C MAK CARLOS	6C TSOI FU TAO
3D CHEUNG ROCK	6D FU TSZ HANG
4B LAU CHEUK MAN	6E CHAN YIN LAM
4D CHENG MING CHIT	6E CHU MING YIN ISSAC
4D TSANG CHIT HEI	6E HO NOK HEI
5B ZHANG QIHUA	

JGLC 4th Place in B'manji

2A AU HOI CHING HANNA

Penang Invitational Judo Championship 2026 (Girls 63 Kg)

1st Runner-up

1C WONG SZE YIU EDEN

TCAA Athletics Championships 2026- Round 3 Women C Grade 200M

Champion

2C HO YUEN CHI EUSANE

The 28th Eastern Dragon Taekwondo Championship (Girls 35.0-37.5kg - Sparring)

1st Runner-up

1C SIU PAN YIN SCARLETT

The 57th Hong Kong Judo Invitation Championships Girls C (57-70 Kg)

3rd Place

1C WONG SZE YIU EDEN

The 69th Festival of Sport Taekwondo Open 2026 Individual Poomsae Combine

2012-14 Gold

2C WONG HO CHI ETHAN

The New Territories Sha Tau Kok Harbour Open Water Swim Race (400m)

1A CHOW VIGEE SERENA

UJR World Championship 2025 Double Dutch Pairs Freestyle (60-90s)

Champion

2D SZE CHUN MING

Watsons Athletic Club Annual Challenge

Boys' U14 4x100m Relay 1st Runner-up

2D LI HIU LOK

Boys' U14 60m 2nd Runner-up

2D LI HIU LOK

WSE Athletics Open HK

Men U14 100m 2nd Runner-up

2C WANG WILBERT

Men U14 60m 2nd Runner-up

2C WANG WILBERT

中國澳門單車總會 2026 年單車聯賽

第一場 15 歲組別亞軍

3D KONG CHEUK HIN

北區室內單車挑戰賽 男子中學校際接力

季軍

3D KONG CHEUK HIN

全港十八區跳繩錦標賽 2025

12 歲以上男子組 1 分鐘大繩 8 字速度賽 冠軍

2D SZE CHUN MING

13-15 歲 男子組 30 秒二重跳速度賽 亞軍

2D SZE CHUN MING

13-15 歲 男子組 30 秒單車速度賽 季軍

2D SZE CHUN MING

13-15 歲 男子組 30 秒單側迴旋速度賽 冠軍

2D SZE CHUN MING

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

全港公路單車賽第五回合隊制計時賽

少年公開組亞軍

3D KONG CHEUK HIN

全港交互繩錦標賽 2025

13-15 歲男子混合組 交互繩 4x30 單車速度接力賽 季軍

2D SZE CHUN MING

13-15 歲男子組 一分鐘交互繩單車跳速度賽 亞軍

2D SZE CHUN MING

沙田佛誕田徑公開賽 2026

男子中學 C 組 100 米亞軍

2D LI HIU LOK

男子中學 C 組 200 米冠軍

2D LI HIU LOK

沙田武術錦標賽 2025

M15 - M16 男子拳術組 (南拳) 第一名

4C HO TSZ HIM

M15 - M17 男子其他兵器組 (南刀) 第一名

4C HO TSZ HIM

M15 - M16 男子其他兵器組 (南棍) 第一名

4C HO TSZ HIM

第 17 屆國際及全港校際武術大賽

學界組 競賽武術套路 國際第三套路南拳
金獎

4C HO TSZ HIM

愉青排球隊 2025 男女子排球邀請賽

季軍

5A LI WINKIE

5C WONG IN CHUN

5B CHENG HIU YUNG

5D AU YEE CHING

5C CHU NGA KI

5D CHEUNG HEI LAM

5C SIT TSZ YAN CADEE

5D TSANG YAN YI KI KI

2025 Hong Kong Volunteer Award

Bronze

5A YIP CHEUK HIM

5C LAU TSZ KWAN EUNICE

5B FAN PUI SZE

5D AU-YEUNG CHING

Bronze & Rising Star

2C CHAN TSZ HIN

Sliver

5A TANG WAN TUNG

2025 香港義工獎

銅獎

6B NG CHEUK TING

6C TANG WING SUM

6B YAU CHING TONG

第四屆愛心行動獎 2025

5A TANG WAN TUNG

6B NG CHEUK TING

5D AU-YEUNG CHING

第四屆愛心行動獎 2025

愛心行動大使

6C TANG WING SUM

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

INTERNAL AWARD

Student of the Year

6A LEUNG YIK SHING

Outstanding Service Award

6E FOK PAN YU

Leader of the Year

5B ZHANG QIHUA

Outstanding Student Volunteer Leadership Award

2C CHAN TSZ HIN

Outstanding Student Award Election

The Most Outstanding Student Award

S.1 Champion

S.1 First Runner-up

S.1 Second Runner-up

S.2 Champion

S.2 First Runner-up

S.2 Second Runner-up

S.3 Champion

S.3 First Runner-up

S.3 Second Runner-up

S.4 Champion

S.4 First Runner-up

S.4 Second Runner-up

S.5 Champion

S.5 First Runner-up

S.5 Second Runner-up

5D AU-YEUNG CHING

1B LEUNG SUM YU

1A WONG WAI HEI

1C ZHOU SAU TSAN

2A CHAN SHUT YAN HANNAH

2A HAU YEE SEN

2D ZENG JIAYA

3B NG NGA TUNG

3A LIAO TSZ CHING

3A LO SHUN LAP

4A CHIU CHI HANG

4B IP YAN KIU

4C CHENG YIK MAN

5D AU-YEUNG CHING

5C LAU TSZ KWAN EUNICE

5B LI YAN YUNG LISA

Competent Leader Award

Gold Award

4B PAK HOI YU

5A LI WINKIE

5B FAN PUI SZE

5B IP YAN NGO NATHANAEL

5B KWOK CHEUK LONG

5B LI YAN YUNG LISA

5B ZHANG QIHUA

5C CHAN HEI YEE

5C LAU TSZ KWAN EUNICE

5C WONG TSZ YU

5D AU-YEUNG CHING

5D HUNG KWONG HIM

Silver Award

2A CHAN SHUT YAN HANNAH

2A TSANG SUNG SANG CYRUS

3A LIAO TSZ CHING

3A LO YAN

3B LAU HIN CHUNG

5A LIANG XIAOYUAN

5A LO HEI YAN

5A YIP HOI CHI

5B CHAN CHUN BOND

5B WONG TSZ YAN JILIAN

5B WU LI YI

5B YIP CHEUK LING

5D CHONG CHEUK YI

5D FUNG KA YEE

5D MA CHUN KIT

Bronze Award

2B HUI LOK WING

2B KWOK HO LONG

4D LAW YAN CHI

Student Volunteer Service Scheme

Gold Award

2A CHAN SHUT YAN HANNAH

2A HAU YEE SEN

5A YIP HOI CHI

5B CHAN CHUN BOND

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

2B KWOK HO LONG
 2C CHAN TSZ HIN
 3A LIAO TSZ CHING
 3A ZHAO PETER
 3B CHAI TSZ CHIN
 4A MAK YI NA
 4D CHENG MAN YUK
 4D KWOK TSZ YAU
 4D LAW YAN CHI
 4D LEE MING YU AIDAN
 4D WONG NGA YI
 5A LAM PAK YU
 5A LI WINKIE
 5A LIANG XIAOYUAN
 5A LO HEI YAN

Silver Award

1A MA WING YAN
 1B LEUNG CHUNG HEI
 1B LI YING XUE SIOBHAN
 1C LAM HO SHUN
 1D LEUNG YUI HEI
 1D NG HEI KA
 1D WONG TZE HIM
 2A CHAN PUN HEI
 2A CHEN XINYI
 2A KWOK TSZ KI
 2A LEUNG YU HO
 2A LI HUI YIN
 2A MOK TSZ YAU
 2A PUN CHUN HANG
 2A TSANG SUNG SANG CYRUS
 2B CHEUNG YU HEI
 2B HUI LOK WING
 2B LI CHEUK TUNG
 2C NG CHEUK KIU
 2C WONG HO CHI ETHAN
 3A LO YAN
 3A NG CHEUK LAM
 3A YIP LONG HIM
 3B HUANG ZIQI
 3B LEE LOK YAU
 3B NG NGA TUNG
 3B REN LINDA
 3B YU CHING LAM
 3C CHEUK YAT KIU
 3C CHUNG WING TUNG
 3C KO TSZ SHING
 3C TO HEI TUNG
 3C WAN WAI
 3C WU YALIN
 3C YIP WING CHING

Bronze Award

1A CHOW VIGEE SERENA
 1A LAU HO YIN
 1A LAU MING FUNG
 1A LAU YEUK HEI

5B FAN PUI SZE
 5B IP YAN NGO NATHANAEL
 5B LI YAN YUNG LISA
 5B WONG TSZ YAN JILIAN
 5B WU LI YI
 5B YIP CHEUK LING
 5C LAM CHUN
 5C LAU TSZ KWAN EUNICE
 5C TSUI PO YIN
 5C WONG TSZ YU
 5D AU-YEUNG CHING
 5D CHONG CHEUK YI
 5D CHOW CHING HEI
 5D FUNG KA YEE
 5D MA CHUN KIT

3D CHENG HEUN CHING
 3D TSOI WANTONG
 3D YUEN TSZ LONG KARLOS
 4A CHOW HIU CHING
 4A KIMBERLEY TSOI
 4A LAW WAI LAM
 4A LEUNG KWOK MING
 4A LEUNG SIN YU
 4A LI CHEUK YIU
 4A SIU PUI CHI
 4B IP YAN KIU
 4C CHENG YIK MAN
 4C FUNG PUI YI
 4C YIU YAN TUNG
 5A LIU MING HIM
 5A SHIU CHING LONG
 5A YIU CHI NGA
 5A ZENG HING YAU
 5B CHENG HIU YUNG
 5B KWOK CHEUK LONG
 5B LEUNG CHEUK LOK
 5B LEUNG JULIAN ANDERSON
 5B LUI HAILEY
 5B ZHANG QIHUA
 5C CHAN WANG SHUN
 5C MA HO TING
 5C TSE MING HONG
 5C WONG TSZ YUEN
 5C ZHANG ZHI RUI WILLIAM
 5D CHAN KAI YU
 5D CHAN LAU KWAN
 5D CHENG LOK WANG LAWRENCE
 5D HUNG KWONG HIM
 5D LI WING YAN

3B LAU HIN CHUNG
 3B LIAO TSZ YING
 3B TANG MAN CHI ANGIE
 3B WONG KA HIN

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1A WANG SUEN YAN SHAWN
 1A WONG WAI HEI
 1A YU TIK HIM HUBERT
 1B CHEUNG HIU YING
 1B CHEUNG WAN HEI MIRANDA
 1B CHOW TSZ NOK
 1B LEUNG SUM YU
 1B LO SING YU
 1B LO TSZ LAM
 1B LU SZE WING
 1B SIU HUI SUN
 1B SIU WAI LAM
 1B WAI KA YAN
 1B YU LOK HEI
 1C CHAN CHEUK KIU
 1C CHEUNG HEI TUNG
 1C LEUNG PAK YIN
 1C LING YU HIM
 1C SIU PAN YIN SCARLETT
 1C TANG CHO LAM
 1C TSUI HEI TUNG TIFFANY
 1C YEUNG HOI WUN
 1C YUE YUET CHING
 1C ZHOU SAU TSAN
 1D CHUNG YAN HON
 1D LEUNG NGA MAN
 1D LI SIN HANG
 1D LIN YU XI
 1D TANG CHUN MAN
 1D WANG KAI NOK
 2A AU HOI CHING HANNA
 2A CHAU CHI LONG JEREMY
 2A CHENG UEN CHING
 2A CHOW CHUN HEI
 2A FUNG SZE YUEN
 2A KONG YAT NAM
 2A LAU CHUN KI
 2A LAU TSZ LONG
 2A LUI LOK YI
 2A NG PUI KA
 2A PAK YAT LONG
 2A TSE WING HEI
 2A WONG CHING HIN
 2A YUEN FELICIA TSING YAN
 2B LAI PAK YIU
 2B LAM YAN YIN AIDAN
 2B LI XIN YU GRACE
 2B LIN HOI CHING
 2B TAM CHING HUEN
 2B TSANG PAK HEI
 2B WAN HIU YAN
 2B WONG CHUN HEI
 2C AU YU HIN
 2C CHAN MEI LOK
 2C HO PAK YU
 2C LO YU SUM

3C CHOI HUNG YIU
 3C LEE HAU LAM
 3C LEE KING TUNG SABRINA
 3C NGAI CHANG NAM
 3C TSANG WANG CHI
 3C TSE HO LAM
 3C ZHANG THOMAS
 3D CHEUNG CHUN HO
 3D CHEUNG SHUN PUI
 3D CHUNG KAI KIT
 3D LAM YAT
 3D LEE UEN YING
 3D LI THADDEUS
 3D NG ZI LING
 3D TSEUNG YAN TUNG
 3D YANG MAN YUK
 4A CHEN JINYU
 4A CHIU CHI HANG
 4A FUNG WING YAN
 4A HUANG YUTONG
 4A LI HONGSHUN
 4A LI ZIKY
 4B CHAN MEI KI
 4B CHAN YING CHUN
 4B CHAU SIU TUNG
 4B HO HIU MAN
 4B KE WAI MAN
 4B LAM LOK SZE
 4B LAU CHEUK MAN
 4B LEUNG DAVIS CHING HIM
 4B LI KIN LAM
 4B LI MING HUNG
 4B TSANG TSZ WA
 4B TSE ESLI
 4B YIP PAK HEI
 4B YIP TIK SUM
 4B ZHENG YUFEI
 4C CHAN HEI CHI MAYAH
 4C CHAN HIU YING
 4C CHEUNG HOI TING
 4C HE PUI LAM
 4C HO TSZ HIM
 4C HUANG WENDY
 4C LAI LOK CHING
 4C LEE YUK HEI
 4C LO WANLAN
 4C NG YEE WAI
 4C TAN JIECONG
 4C TSANG CHING YUNG
 4C WONG LEONG CHI
 4C YE ZHI YU
 4C ZHU KAI KEI
 4D CHEN BOXI
 4D FUNG CHING HEI
 4D HO YUK HIN
 4D KWOK YUET LAM

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2C MAK CARLOS
 2C MUHAMMAD ABDULLAH
 2C NGAN YING HEI
 2C POON HIU TUNG
 2C SZETO WING FUNG CHESTER
 2C WANG WILBERT
 2C ZHANG TSZ CHING
 2C ZHENG POK WAN
 2D BAN YUEN SUI
 2D FUNG YAN KIT
 2D LAU ANNABELLA
 2D LAU TAM LING
 2D LI YU CHUN
 2D LIN KA CHUN
 2D MOK SHING HIN
 2D SAMPHO LOLITA
 2D SZE CHUN MING
 2D ZENG JIAYA
 3A AU LOK MAN
 3A CHEN PAN TUNG IAN
 3A CHUN KA SHUEN
 3A HE BOXI
 3A KWONG YIN CHI
 3A SITU TSZ HUEN
 3A TAI CHUN KIU
 3A WU XIAN XUAN

4D LAU SZE KA
 4D TSANG CHIT HEI
 4D TSE KA CHUN
 4D WU KWOK FU
 4D WU TSZ SHAN
 5A FU MIN EN
 5A JIAO HONG YE
 5A TSUI WAI CHUN
 5B CHAN LOK YEE
 5B CHONG HIRAM
 5B CHONG TSZ YUET
 5B LAI TING YAN
 5B LIU LOK HIM
 5B TANG WAN HEI
 5C CHAN HEI YEE
 5C CHAU CHING
 5C CHAU YUI KI
 5C CHING TSZ CHAI
 5C HUANG HO YEUNG
 5C LAI HOI LAM
 5C SIT TSZ YAN CADEE
 5C SZETO WING HEI
 5C WONG IN CHUN
 5D TSANG YAN YI KI KI
 5D YU HAU CHO

PTA Academic Improvement Award

1B CHEUNG PAK YAT PIUS	4A HO SING JEOI
1C TSUI HEI TUNG TIFFANY	4C CHEUNG HOI TING
1D CHUNG YAN HON	4D WU TSZ SHAN
2A HUANG JUNJIE	5A KAM SHEUNG CHIT SHERMAN
2C HO YUEN CHI EUSANE	5A YIU CHI NGA
2C YING TSANG HEI MARCUS	5D CHEUNG YAN YUET
3A HE BOXI	6C LEUNG WING YING
3A TO HIU YEUNG	6E AU HOI CHING
3B HUANG ZIQI	6E CHAN CHUNG YAN

PTA Excellent Student Conduct Award

1B LEUNG CHUNG HEI	4A LI CHEUK YIU
1B LEUNG SUM YU	4A LIU ZHIXIN ANGEL
1B WONG YUEN YUEN	4A WONG YAT LONG
1C LAM HO SHUN	5A LAM PAK YU
2A FUNG SZE YUEN	5A LUI TZE HO
2A HAU YEE SEN	5A YIP CHEUK HIM
2A LAU CHUN KI	6A YEUNG HOI YAN
3A LAU CHUN YIN	6B NG CHEUK TING
3A LUN PUI MAN	6C FUE KIT WING
3A YIP LONG HIM	6E HO NOK HEI
4A KIMBERLEY TSOI	

Super Class Awards

1A , 1B , 2A , 2B , 3A , 3B , 4A , 4C , 5A , 5B

Champion of Inter-house Competition

Green House

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

ACADEMIC AWARD

S1

1A HUI YIK HAY HAYDRIAN	Mr. Lawrence Wong English Language Award First in English Language (S.1)
1A LAU MING FUNG	Third in Class (1A) First in Citizenship, Economics and Society (S.1)
1A NG NG A YAN	First in Secondary One Kowloon Tong Alliance Church Scholarship First in Class (1A) First in Chinese History (S.1) First in Geography (S.1) First in STEAM Ed (STEAM) (S.1)
1A NG SZE LONG DONALD	Second in Secondary One Second in Class (1A) First in English Language (S.1) First in English Enrichment (S.1) First in Mathematics (S.1) First in Science (Secondary 1-3) (S.1) Mr. Lawrence Wong English Language Award Mr. Alan Chan Memorial Mathematics Award
1B LO TSZ LAM	First in Biblical Knowledge (S.1)
1B CHEN JIAYI	First in Putonghua (S.1)
1B CHOON KA KUK	Third in Class (1B)
1B LEUNG SUM YU	Third in Secondary One First in Class (1B)
1B WAI KA YAN	Second in Class (1B)
1C CHUNG YUI CHING	First in Music (S.1)
1C LAM HO SHUN	First in Physical Education (Boys) (S.1)
1C LEUNG PAK YIN	Second in Class (1C)
1C SIU PAN YIN SCARLETT	First in Class (1C) First in Physical Education (Girls) (S.1)
1C TSUI HEI TUNG TIFFANY	First in Around the World (S.1)
1C WONG WAN CHING	First in Visual Arts (S.1)
1C ZHOU SAU TSAN	Third in Class (1C)
1D CHUNG YAN HON	Third in Class (1D)
1D LEUNG NG A MAN	First in Class (1D) First in Chinese Language (S.1) Dr. Kwan Siu Yee Chinese Language Award
1D WANG KAI NOK	Second in Class (1D) First in Putonghua (S.1)

S2

2A CHAN PUN HEI	First in English Language (S.2)
2A CHAN SHUT YAN HANNAH	Mr. Lawrence Wong English Language Award Third in Secondary Two Second in Class (2A) First in STEAM Ed (STEAM) (S.2)
2A GUNG CHI LAM	Second in Secondary Two First in Class (2A) First in Citizenship, Economics and Society (S.2)
2A PAK YAT LONG	First in Around the World (ATW) (S.2)
2A WONG CHING HIN	Third in Class (2A)
2B CHEN LOK TING	First in Secondary Two Kowloon Tong Alliance Church Scholarship First in Class (2B)

2B CHEUNG YU HEI	First in Chinese Language (S.2)
2B LI CHEUK TUNG	First in English Enrichment (S.2)
2B LUM HO CHUN	First in Geography (S.2)
	Dr. Kwan Siu Yee Chinese Language Award
	First in Science (Secondary 1-3) (S.2)
	First in Integrated Performing Arts (S.2)
	First in Biblical Knowledge (S.2)
	Third in Class (2B)
	First in Mathematics (S.2)
	Mr. Alan Chan Memorial Mathematics Award
2B SHIU LONG YIN	Second in Class (2B)
2C HO YUEN CHI EUSANE	First in Physical Education (Girls) (S.2)
2C MAK CARLOS	Third in Class (2C)
2C WONG JUSTIN KWAN SHUN	Second in Class (2C)
2C WU RUOHAN	First in Class (2C)
	First in Chinese History (S.2)
	First in Putonghua (S.2)
2C YING TSANG HEI MARCUS	First in Physical Education (Boys) (S.2)
2D CAI CHEUK LAM	Second in Class (2D)
2D TSANG KA CHIU	First in Technology and Living (S.2)
2D WONG TSZ YUET	First in Class (2D)
2D YAN TSZ YIU	Third in Class (2D)
S3	
3A CHAN SUM YIN	First in Life and Society (Resources and Economic Activities) (S.3)
	First in Life and Society (S.3)
3A HUI CHUN LONG	Third in Class (3A)
	First in Science (S.3)
	First in Junior Secondary Science (Physics) (S.3)
	Mr. Alan Chan Memorial Science Award
3A KWONG YIN CHI	First in English Language (S.3)
	First in English Enrichment (S.3)
	Mr. Lawrence Wong English Language Award
3A LAU PAK YIN MARS	First in Secondary Three
	Kowloon Tong Alliance Church Scholarship
	First in Class (3A)
	First in Geography (S.3)
	First in Biblical Knowledge (S.3)
3A LO SHUN LAP	Second in Secondary Three
	Second in Class (3A)
	First in Life and Society (Resources and Economic Activities) (S.3)
3A LO YAN	First in Music (S.3)
3A LUN PUI MAN	First in Chinese Language (S.3)
3A SITU TSZ HUEN	Dr. Kwan Siu Yee Chinese Language Award
	First in STEAM Ed (STEAM) (S.3)
3A TSENG ALAN	First in Junior Secondary Science (Chemistry) (S.3)
3A YU GON XIONG	First in Chinese History (S.3)
	First in Financial Literacy (SB Curriculum) (S.3)
3B CHEN PIN XI	First in Visual Arts (S.3)
3B HO CHIT CHING	Third in Secondary Three
	First in Class (3B)
	First in Mathematics (S.3)
	First in Junior Secondary Science (Biology) (S.3)
	Mr. Alan Chan Memorial Mathematics Award
3B LIAO TSZ YING	Second in Class (3B)
3B SIU CHI WING DICKY	Third in Class (3B)

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3C LEE HAU LAM	Second in Class (3C)
3C LI MEI HAN	Third in Class (3C)
3C LUI CHUNG TING	First in Class (3C)
3C NGAI CHANG NAM	First in Physical Education (Boys) (S.3)
3C TO HEI TUNG	First in Technology and Living (S.3)
3C YIP WING CHING	First in Technology and Living (S.3)
3D CHAU CHUN HIN	Second in Class (3D)
3D KAN TIK HIN	Third in Class (3D)
3D NG SAI KI	First in Class (3D)
3D NG ZI LING	First in Physical Education (Girls) (S.3)

S4

4A CHAN TING HIM	First in Science (S.4) Mr. Alan Chan Memorial Science Award
4A CHEN HONGRUN	First in Mathematics (Extended part - Module 1) (S.4)
4A CHEN JINYU	First in Class (4A) First in Chinese Language (S.4) First in Mathematics (Compulsory Part) (S.4) First in Physics (S.4) First in Economics (S.4) Dr. Kwan Siu Yee Chinese Language Award Mr. Alan Chan Memorial Mathematics Award Kowloon Tong Alliance Church Scholarship
4A FUNG WING YAN	First in Physical Education (Girls) (S.4)
4A HO SING JEOI	First in Biology (S.4)
4A LI CHEUK YIU	Third in Class (4A)
4A SIU PUI CHI	First in English Language (S.4) Mr. Lawrence Wong English Language Award
4A SUN MINGYUAN	First in Mathematics (Extended part - Module 2) (S.4)
4A TANG YU ZHEN	First in Information & Communication Technology (S.4)
4A WONG YAT LONG	Second in Class (4A)
4B LAU CHEUK MAN	First in Chemistry (S.4)
4B CHAN MEI KI	First in Class (4B)
4B CHAU SIU TUNG	First in Physical Education (HKDSE) (S.4)
4B KE WAI MAN	Second in Class (4B)
4B PAK HOI YU	Third in Class (4B)
4B WONG LAI PUI	First in Business, Accounting & Financial Studies (S.4)
4C CHENG YIK MAN	Second in Class (4C)
4C FUNG PUI YI	First in Chinese Literature (S.4) First in Visual Arts (HKDSE) (S.4)
4C LEE YUK HEI	Third in Class (4C) First in Physical Education (Boys) (S.4)
4C TSANG CHING YUNG	First in Class (4C) First in Citizenship and Social Development (S.4) First in Geography (S.4) First in Chinese History (S.4) First in Ethics and Religious Studies (HKDSE) (S.4) First in Biblical Knowledge (S.4)
4D HO YUK HIN	First in Class (4D)
4D KWOK YUET LAM	First in Health Management and Social Care (S.4)
4D LEE MING YU AIDAN	Third in Class (4D)
4D LUK HO PAN	Second in Class (4D)
4D WU TSZ SHAN	
4D YEUNG WING HEI	

S5

5A JIAO HONG YE	Third in Class (5A) Mr. Alan Chan Memorial Science Award
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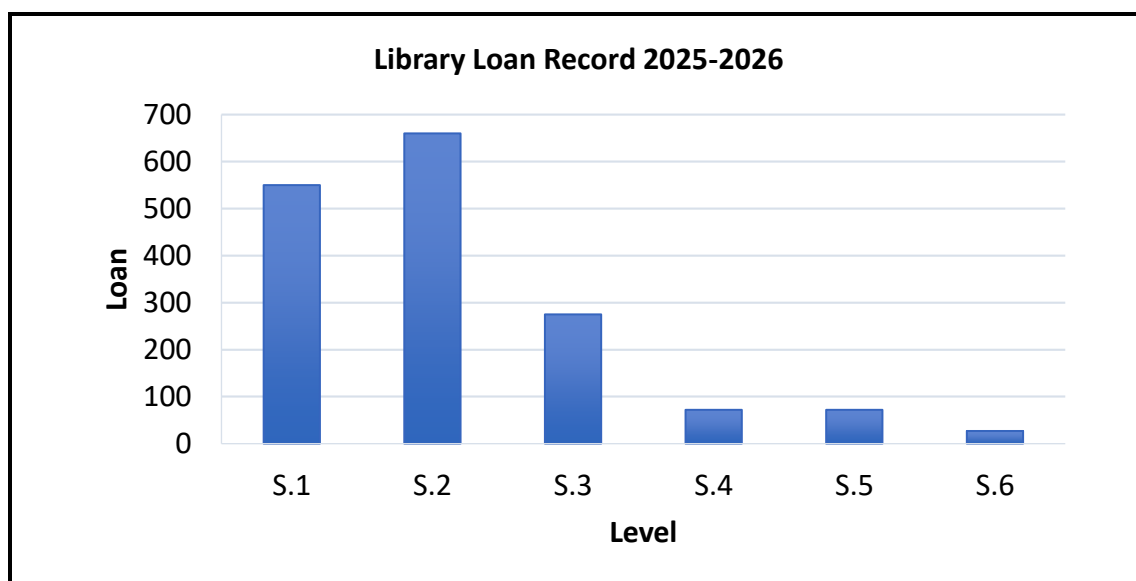
5A LUI TZE HO	First in Biology (S.5)
5A MA YIU SING	First in Science (S.5)
	First in Mathematics (Extended part - Module 1) (S.5)
	First in Class (5A)
	First in Physics (S.5)
	First in Chemistry (S.5)
	First in Economics (S.5)
5A WAN NOK HEI	Kowloon Tong Alliance Church Scholarship
	Second in Class (5A)
	First in Mathematics (Compulsory Part) (S.5)
	Mr. Alan Chan Memorial Mathematics Award
5A YIP CHEUK HIM	First in Mathematics (Extended Part - Module 2) (S.5)
5A YIU CHI NGA	First in Physical Education (Boys) (S.5)
	First in Information & Communication Technology (S.5)
	First in Biblical Knowledge (S.5)
5B CHONG TSZ YUET	First in Class (5B)
5B LI YAN YUNG LISA	Third in Class (5B)
	First in Geography (S.5)
5B TAM HIU LAM	Second in Class (5B)
	First in Business, Accounting & Financial Studies (S.5)
5B YIP CHEUK LING	Mr. Lawrence Wong English Language Award
	First in English Language (S.5)
5C CHAU YUI KI	First in Visual Arts (HKDSE) (S.5)
5C LAM CHUN	Second in Class (5C)
	First in Health Management and Social Care (S.5)
5C LAU TSZ KWAN EUNICE	Third in Class (5C)
5C MA HO TING	First in Class (5C)
5C WONG IN CHUN	First in Physical Education (Girls) (S.5)
5D AU-YEUNG CHING	Second in Class (5D)
5D CHAN KAI YU	Third in Class (5D)
5D CHAN LAU KWAN	First in Class (5D)
	First in Chinese Language (S.5)
	First in Citizenship and Social Development (S.5)
	First in Chinese Literature (S.5)
	First in Ethics and Religious Studies (HKDSE) (S.5)
	First in Chinese History (S.5)
	Dr. Kwan Siu Yee Chinese Language Award
5D HUNG KWONG HIM	First in Physical Education (HKDSE) (S.5)

S6

6A CHEUNG SHUN HO	First in Biblical Knowledge (S.6)
6A LEE HOI HIM	First in Class (6A)
	First in English Language (S.6)
	Mr. Lawrence Wong English Language Award
6A LEUNG YIK SHING	Second in Class (6A)
	First in Mathematics (Extended Part – Module 2) (S.6)
	First in Physics (S.6)
	First in Mathematics (Compulsory Part) (S.6)
	Mr. Alan Chan Memorial Mathematics Award
6A MA WILSON	First in Citizenship and Social Development (S.6)
	First in Economics (S.6)
6A YANG FRANKY	First in Chemistry (S.6)

6A ZHU QIANWEN	Third in Class (6A)
6B LI HON YU	Second in Class (6B)
6B LI MEI YEE	Third in Class (6B)
6B TAI CHEUK HEI	Third in Class (6B)
6B YAU CHING TONG	First in Class (6B)
	First in Information & Communication Technology (S.6)
6C TSOI FU TAO	Third in Class (6C)
6C WONG KWUN YAM	First in Business, Accounting & Financial Studies (S.6)
6C YAU KAI SHUN	First in Class (6C)
	First in Biology (S.6)
	First in Geography (S.6)
6C YU LAI YING	Second in Class (6C)
6D HAN PO HUEN	Third in Class (6D)
	First in Chinese Literature (S.6)
6D HUI CHEUK CHI	Second in Class (6D)
	First in Chinese Language (S.6)
	Dr. Kwan Siu Yee Chinese Language Award
	First in Chinese Literature (S.6)
	First in Chinese History (S.6)
6D MAN WAN YAN	First in Visual Arts(HKDSE) (S.6)
6D TSUI KA YAU	First in Class (6D)
6D YEUNG YUI KA	First in Physical Education (HKDSE) (S.6)
	First in Physical Education (Girls) (S.6)
6E AU HOI CHING	Second in Class (6E)
	First in Ethics and Religious Studies (HKDSE) (S.6)
6E CHAN CHEUK YEE CHERRY	First in Class (6E)
	First in Health Management and Social Care (S.6)
6E CHAN CHUNG YAN	Third in Class (6E)
6E CHU MING YIN ISSAC	First in Physical Education (Boys) (S.6)
6E FOK PAN YU	First in Ethics and Religious Studies (HKDSE) (S.6)

D. Students' Reading Habit



宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

VI. FINANCIAL SUMMARY

2025-2026 Financial Summary

(Not yet audited)

	Bal b/d (\$)	Income(\$)	Expenditure(\$)	Bal c/d (\$)
I. Government Funds				
1. EOEBG				
A. School Specific				
- Administration Grant/Revised Administration Grant		4,071,820.00	4,067,294.40	
- Air-conditioning Grant		574,764.00	238,925.41	
- Composite Information Technology Grant		526,777.00	433,840.72	
- Capacity Enhancement Grant	3,367,488.47	609,252.00	608,170.10	4,122,646.97
- School Base Management Top Up Grant		48,047.00	45,960.00	
- School-based Speech Therapy Administration Recurrent Grant		7,687.00		
- School-based Sup Scheme for New Arrived Children		16,566.00	11,917.00	
B. Non-School Specific (Baseline Reference)		2,390,196.14	2,083,843.01	
EOEBG Sub-total		8,245,109.14	7,489,950.64	
2. Teacher Relief Grant	434,312.67	6,102,640.50	5,829,754.91	707,198.26
3. Grant Outside EOEBG				
- Committee on Home-School Co-operation Project	5,730.34	26,044.00	26,933.00	4,841.34
- Parent Education Grant		186,892.00	82,799.00	104,093.00
- Cash Grant for School-based After-school Learning and Support Programmes	58,515.90	61,600.00	63,250.00	56,865.90
- Learning Support Grant	167,436.15	780,240.00	931,192.17	16,483.98
- Diversity Learning Grant : Applied Learning Course	0.00	259,310.00	259,310.00	0.00
- Diversity Learning Grant : Other Programmes	49,399.10	56,000.00	56,012.40	49,386.70
- Fractional Post Cash Grant	6,702.04	143,044.00	149,746.04	0.00
- Hong Kong Drama Festival	7,000.00			7,000.00
- Information Technology Staffing Support Grant	179,014.87			179,014.87
- Grant for the Sister School Scheme	139,518.20		139,518.20	0.00
- Promotion of Reading Grant	27,424.97	77,205.00	86,008.39	18,621.58
- Life-wide Learning Grant	848,985.46		848,985.46	0.00
- Life-wide Learning & Sister School Grant		1,249,500.00	42,335.44	1,207,164.56
- Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	90,613.50			90,613.50
- AI for Empowering L&T Grant		500,000.00		500,000.00
- One-off Grant for Mental Health of Parents and Students	20,000.00			20,000.00
- One-off Grant on Parent Education	200,000.00			200,000.00
- One-off Grant for Promotion of Chinese Culture Immersion Activities	300,000.00			300,000.00
- One off Grant for Promotion of a Sports Ambience	53,300.00			53,300.00
- Open Up SF for Sports Development Scheme		190,000.00	49,800.00	140,200.00
- Student Activities Support Grant		100,100.00	100,100.00	0.00
- Beat Drug Fund		90,000.00		90,000.00
- Non-Chinese Speaking Student Grant	81,646.21	159,041.00	219,480.00	21,207.21
- Promotion of Chinese Culture Grant		300,000.00	130,375.70	169,624.30
- QEF eLearning Funding Programme		78,072.00	78,072.00	0.00
- School-based Support Scheme for New Arrived Children				0.00
- Pilot Scheme on Other Language		250,000.00	101,824.20	148,175.80
- Promotion of Self-directed Language Learning Grant(Puto)		200,000.00	75,705.00	124,295.00
- Promotion of Self-directed Language Learning Grant(Eng)		200,000.00	99,450.00	100,550.00
Government Fund Sub-total	6,037,087.88	19,254,797.64	16,860,602.55	8,431,282.97
II. Schools Funds (General Funds)				
1. Subscriptions	2,446,367.39	572,553.29	787,218.13	2,231,702.55
2. Approved Collection for Specific Purpose				
- Air-conditioning	239,045.75	0.00	0.00	239,045.75
- Other Purposes	354,574.68	956,935.10	795,199.68	516,310.10
3. Others				
School Fund Sub-total	3,039,987.82	1,529,488.39	1,582,417.81	2,987,058.40
Grant Total	9,077,075.70	20,784,286.03	18,443,020.36	11,418,341.37

VII. FEEDBACK ON FUTURE PLANNING

Standing on the threshold of an exciting new chapter, we reflect on the blessings of the 2025–26 academic year with profound gratitude, boundless joy, and a soaring vision for tomorrow. The past year has been a testament to God's grace and the dedication of the Christian Alliance Cheng Wing Gee College family — marked by milestones that have elevated our entire school community. Excelling beyond the classroom, our students achieved distinction across arts, athletics, STEAM, and community service, earning our school the Hi-Five Student Engagement Award, the Grand Theme Award of the Caring School Award Scheme, and the Hong Kong Elite School Award. Furthermore, our Interdisciplinary STEAM Curriculum gained national recognition, earning the honor of representing Hong Kong in the 2026 National Teaching Achievement Award.

Carrying this extraordinary momentum into 2026–27, we leverage these landmark achievements to propel our three core strategic priorities into a new era of excellence:

- **Major Concern 1: Love and Care for One Another (愛人愛己、體現善美)** — We prepare students to flourish in a digital world by weaving digital citizenship and screen-life balance into our core 7-Well Habits framework. Grounded in Faith, Hope, and Love, our wellness initiatives cultivate digital empathy, emotional resilience, and a forward-looking mindset.
- **Major Concern 2: Be a Wise Learner (志慮忠純、學思並重)** — We redefine modern learning by harnessing adaptive technologies, generative AI, and interactive digital platforms. Pairing cutting-edge edtech with goal-driven pedagogies, we nurture self-directed learners equipped with critical thinking, digital literacy, and intellectual agility.
- **Major Concern 3: Be a Good Steward (同心同德、專業合一)** — We build an agile ecosystem by upskilling teachers in AI instruction, data-driven planning, and digital administration. Through action research, collaborative Learning Circles, leadership mentorship, and smart campus upgrades, we foster an empowered professional community.

As we embark on our 2027–30 strategic development cycle, our community steps into the future with renewed vision and heightened expectations. At the core of our enduring success is our "One School" commitment — a shared conviction that unites teachers, students, and families in a single mission. This comprehensive blueprint represents a bold leap forward in global readiness and educational innovation, focusing on pioneering AI-supported pedagogy, deepening values education, enhancing cross-border and international partnerships, and advancing our tech-enabled campus. Guided by divine wisdom and God's grace, we empower our students to navigate a changing world with unwavering faith, integrity, and visionary leadership — reaching ever higher together as one united body.