



Christian Alliance
Cheng Wing Gee College

School Report
(Year 2024 – 25)

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 a Christian ethos, our dedicated and collaborative team of staff members is committed to providing a holistic and balanced education. We prioritise the development of students in the areas of spirituality, ethics, intellect, physique, social skills, and aesthetics. We hope that students can develop self-confidence, self-discipline and self-learning spirit in a supportive and encouraging environment. At the same time, we aim to help our students learn the redemption gospel, understand life-guiding principles, learn to be well-mannered, think discreetly and show discernment, act swiftly and be healthy, 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, and 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	5	4	25
Male	76	80	65	56	51	50	378
Female	55	50	60	56	56	53	330
Total No.	131	130	125	112	107	103	708

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
134	60

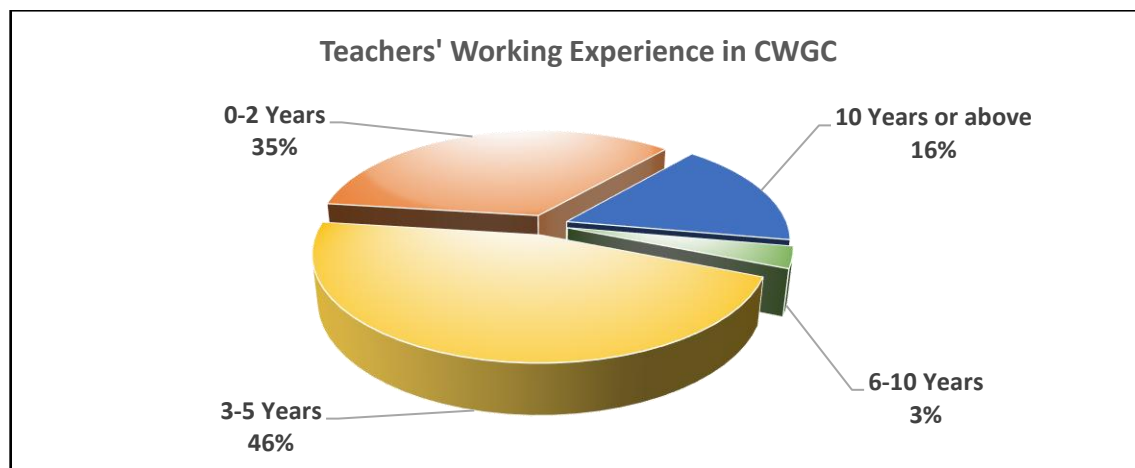
H. Percentage of lesson time for each Key Learning Areas (KLA) (S.1-S.3)

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, 22 with master's degrees, and 38 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 2024-25, 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 I: Love and Care for One Another

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 have indicated positive progress in several areas: - Promoting a Healthy Lifestyle through Activities: 93.3% (mean: 4.37/5) of teachers agreed that the school has assisted students in achieving physical and mental health, as well as positive values and attitudes to enhance their awareness of well-being. - Promoting a Healthy Lifestyle through Lessons: 98.3% (mean: 4.42/5) of teachers agreed that they have organised classroom study activities to support students' personal growth. - Promoting a Healthy Lifestyle through Home-School Collaboration: 86.5% (mean: 4.22/5) of teachers agreed that they have collaborated with parents to help establish healthy living habits for students. Overall, this year our school was able to inspire students' awareness of the "7 Well" and "12 Value" through a diverse range of activities, various classroom study activities, and home-school collaboration, thereby helping students to establish healthy living 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 have indicated positive progress in several areas: - Love: 94.9% (mean: 4.39/5) of teachers agreed that they had organised learning and experiential activities to enhance students' interpersonal skills and promote relationships with others. - Hope: 86.3% (mean: 4.19/5) of teachers agreed that they had organised diverse learning activities to cultivate a sense of gratitude among students, enhance their sense of national identity, and raise awareness of their personal future development. - Staff Development Training: 96.6% (mean: 4.36/5) of teachers agreed that they had deepened their understanding of well-being and felt confident in promoting well-being activities to students. Overall, this year our school was able to equip teachers through training, enabling them to confidently help students cultivate love, hope, and faith, while fostering a supportive and inspiring learning environment that encourages personal growth and resilience.

Reflection	
1.1.	For Target 1, the following reflections were noted: ■ 63.7% (mean: 3.86/5) of students agreed that participating in activities that had promoted physical and mental well-being at school, such as Well-being Week and the CWGC Run, enhanced their understanding of "Well-being." 59% (mean: 3.75/5) of students agreed that Morning Assemblies, Hall Assemblies, and Class-based Activities had contributed to their learning of positive values and attitudes. 59.6% (mean: 3.78/5) of students agreed that classroom learning, including "Life and Society" and "Citizenship and Social Development," had supported their personal growth and knowledge enhancement. These figures showed a gap of 6-10% from the target of 70%, and there had been a noticeable difference compared to the teachers' data. However, observations indicated that students had been actively engaged when participating in activities. Additionally, through post-activity questionnaires, nearly 90% of students recognised that the study tours had contributed to their personal growth and knowledge enhancement. It was possible that when students filled out the stakeholder questionnaire, they had forgotten their participation in these activities, leading to more conservative ratings. ■ 53.9% (mean: 3.67/5) of students agreed that the school's home-school collaboration activities, such as Happy Meals, Parent-Child Chinese New Year Snack Workshops, and Cheering Events, fostered parent-child relationships and had encouraged healthy living habits. This data showed a 16% gap from the target of 70%. A possible reason for this was that, these activities might not have accommodated a large number of parents and students due to limitations in venues and resources, thereby minimising their impact. ■ The concepts of "7 Well" and "12 Values" were intended to be promoted over three years. This year marked the first year of promotion, and some departments did not focus on the initial year's themes of Mind Well, Eat Well, Play Well, and Study Well. As a result, the "7 Well" initiative might have been perceived as fragmented, and students might have only recognised the slogans without fully understanding or grasping these concepts.
1.2.	For Target 2, the following reflections were noted: ■ 60.6% (mean: 3.8/5) of students agreed that by taking part in social service and experiential programmes offered by the school, they had been able to help others and gain a deeper understanding of their community. 58.9% (mean: 3.77/5) of students agreed that activities such as flag-raising ceremonies, national security law quiz competitions, and local study tours had increased their awareness and sense of identity regarding their country. 59.8% (mean: 3.76/5) of students agreed that career development and vocational preparation

	activities, such as career talks and multiple pathway exhibitions, had heightened their awareness of their future development. These figures showed a gap of approximately 10% from the target of 70%, and there was a noticeable difference compared to the teachers' data. However, observations indicated that students had been actively engaged and focused when participating in activities. Additionally, APASO data showed that National Identity (Responsibility, Obligations), National Identity (Proud, Love), National Identity (National Flag, Anthem), and National Identity (Achievements) all had received a score of 116, which had been considered very satisfactory. It was possible that when students filled out the stakeholder questionnaire, they had forgotten their participation in these activities, leading to more conservative ratings. ■ 74.6% (mean: 4/5) of teachers agreed that they had created an atmosphere and opportunities with Christian elements to enhance students' understanding and interest in Christian values. This score from teachers was noticeably lower compared to other items, possibly because many teachers at our school were not Christians, making it difficult to foster a Christian atmosphere to help students understand Christian values.
Feedback and Follow-up	
1.1.	For Target 1, the strategies devised by our school for this academic year have largely achieved the objectives of Target 1. However, there are areas where we can deepen and optimise our efforts: ■ In addition to the stakeholder questionnaire completed by students, which provides quantitative data for reference, our school has implemented activity evaluations this academic year. In each review, a designated number of students have been invited to complete an activity evaluation, which includes both quantitative questions and qualitative reflections. These activity evaluations will be incorporated into the evaluation methods for the annual plan major concern 1, enabling our school to gain a more comprehensive and accurate understanding of student feedback and the effectiveness of various activities. Consequently, we will adjust our strategies to promote holistic student growth more effectively. ■ To ensure the "7 Well" and "12 Value" three-year plan is more focused, each department and subject group will be required to align their activities for the 2025-26 academic year with that year's themes: that is, "7 Well" elements such as Mind Well, Sleep Well, Exercise Well, and Love Well; and "12 Value" components including Integrity, Law-abidingness, Filial Piety, Commitment, National Identity, Benevolence, and Empathy, to deepen students' learning. ■ To enhance students' precise, specific, and in-depth understanding of the "7 Well" and "12 Value", briefings and discussions will be arranged before and after activities in the 2025-26 academic year, helping students to fully comprehend

	the concepts and apply them in their lives to lead a healthy lifestyle. ■ In terms of home-school collaboration, we will organise at least one large-scale and more regular activity or scheme, allowing the majority of parents and students to participate. This will assist students in establishing a healthy lifestyle and strengthening parent-child relationships more effectively. By providing diverse learning opportunities both inside and outside the classroom, along with home-school collaboration, we aim to continue enhancing students' awareness and understanding of the "7 Well" and "12 Value" concepts. This, in turn, will help students gain self-awareness, establish healthy lifestyles, and develop the necessary protective factors and skills to face the challenges that arise during their growth.
1.2.	For Target 2, the strategies devised by our school for this academic year have largely achieved the objectives of Target 2. However, there are areas where we can deepen and optimise our efforts: ■ Love: Our school's departments and subject panels will continue to provide diverse learning opportunities and experiential activities to enhance students' understanding of themselves and others, enabling them to experience satisfaction in life and motivating them to build a healthy and fulfilling life. ■ Hope: Our Career Planning and Guidance Department has established a systematic and continuous career life planning programme for S.1-6 students this year. In the 2025-26 academic year, this will be implemented and practised across all forms, allowing students to plan their future career development by understanding their interests and abilities and working towards their goals. ■ Hope: This year, we have organised no fewer than eight study tours, during which students have engaged positively and felt proud of the nation's achievements. Building on this solid foundation, in the 2025-26 academic year, students will participate in diverse activities and study tours that will expand their understanding from local and national contexts to a global perspective, allowing them to gain identities as local citizens, national citizens, and global citizens while also taking on responsibilities and making contributions to their local community, country, and the world. ■ Faith: We will not only create an atmosphere and opportunities to nurture students' development of Christian values but will also ensure that teachers gain a more accurate and in-depth understanding of the doctrines and meanings behind Christian rituals. This will empower teachers with the confidence and ability to assist students in understanding Christian values. As a Christian school, we aim to continue helping students value themselves, care for others, and find direction in life. We want them to approach their future, the future of the nation, and the world with hope. Our goal is for them to become positive members of society who honour God and lead fulfilling lives.

Major Concern II: Be a Wise Learner

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. For Target 1, in our ongoing efforts to foster a stronger academic culture, the school aimed to promote students' learning engagement and ownership with achievable goals. Students were immersed into an English-rich learning environment that enhances motivation and participation. A thorough review of our spiral curriculum and assessment framework will ensure alignment with best practices, facilitating deeper understanding. Additionally, we would strengthen collaboration between the English Panel and other EMI subjects under the language across the curriculum (LAC) framework, enriching the integration of language skills. Finally, we planned to strategically broaden students' exposure through diverse learning experiences, including field trips and workshops, to enhance their educational journey and overall growth. Notably, all teachers agreed that the analysis of exam papers helps with revising teaching pedagogy and understanding students' learning effectiveness, while a large majority of teachers concerned in the LAC agree that curriculum mapping between teaching sentence patterns in English lessons and content subjects facilitates learning effectiveness. Furthermore, all students participated in at least two extended learning activities outside the classroom. Additionally, over 90% of S.1 and S.2 students believed that experiential classes could expand their horizons in Mathematics and Science subjects, and all participants in exchange programmes agreed that study tours enriched their learning experience and helped develop a global mindset. By implementing these initiatives, we would strategically broaden students' exposure through diverse learning experiences, ultimately enhancing their educational journey and overall growth. On top of it, the school also emphasised our commitment to promoting a reading atmosphere to enhance students' self-learning abilities and developed their ownership of learning and goal-setting. We fostered coordination among different subject panels in reading across the curriculum (RAC) to create a comprehensive approach to literacy. Each student participated in at least one in-class book sharing every term, and at least two thematic displays of books for different subjects were organised. Encouragingly, around 70% of students felt encouraged to read more extracurricular books, such as newspaper or magazine, and the overall loan rate of borrowed books has increased by 10%.

	Notably, over 90% of students agreed they would tidy up notes after lessons by themselves, and a majority of teachers agreed that students show basic understanding at the start of lessons and were more willing to participate. We have also seen improvements in homework submission records, and over 90% of teachers agreed that more extended learning activities, such as visits, field trips or discussion could engage students in learning. Through these initiatives, we aimed to cultivate a richer reading culture that supports student growth and engagement in their learning journeys.
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 organizing various events, we have inspired students to explore literature more deeply. For Target 2, our teaching staff has been well-equipped to meet the varied needs of students, we have implemented professional development programs. Encouragingly, nearly 100% of teachers agreed that the programme contents improved their understanding of teaching pedagogies that catered to diverse learning requirements and found the programme contents useful in designing corresponding pedagogies, which enhanced their instructional effectiveness. As part of our commitment to addressing students' learning styles, abilities, and interests, we have devised at least one subject strategy for classroom daily teaching and assessments at each level. This initiative has garnered positive feedback, as nearly 100% of teachers agreed that they usually reviewed and adjusted their pedagogies to address students' diversified learning needs. In our efforts to unleash the potentials of gifted students, we have launched year-round schemes specifically designed for this purpose. To further support this initiative, we have established subject elite pools in junior Chinese, English, Mathematics, and Science, which provide targeted opportunities for gifted learners. We have also seen a notable increase in the percentage of students participating in external competitions, demonstrating our commitment to broadening their experiences and challenges. Additionally, higher-level preparatory programmes in Mathematics and Science would be conducted in junior forms to better prepare our students for advanced studies and competitions.

Reflection	
2.1 - 2.2	Around 60% (60.3%) of students agreed they habitually preview lessons and take notes, applying these study skills effectively. Moreover, less than 60% (56.9%) of students are confident to communicate with teachers and classmates in English and (54.8%) are interested in and participate in academic activities and competitions organised by external organisations, including volunteer services, STEAM programmes, Speech Festivals, writing competitions, drama and academic lectures. On top of that, although teachers agreed that students like reading with an increasing mean score, it is important to develop students' reading habit, and the overall loan rate of borrowed books and magazines, both physical and digital, rose by 12% compared to the previous year.
Feedback and Follow-up	
2.1 - 2.2	Generally, teachers consistently supported student learning, fostering a strong academic culture and encouraging active engagement in various activities. They guided students in setting learning goals, enhancing ownership and effective study skills while promoting participation in learning journey. Moreover, the reading atmosphere improved significantly due to teachers promoting leisure reading, which motivated students to explore more through multifarious events. Moving forward, teachers will focus on addressing students' diverse learning needs to further enhance educational outcomes. Teachers will work towards fostering a supportive environment for language development, it is crucial that we implement strategies that encourage students to practice their communication skills in real-life contexts. Activities such as peer discussions, presentations, and interactive workshops can significantly enhance their confidence and fluency in English. More importantly, cultivating a richer reading atmosphere is our objective as well, we will consider organising regular reading events, book clubs, and thematic displays that engage students and spark their interest in literature. Collaborating across subject panels to integrate reading into various disciplines will also promote a culture of literacy throughout the school.

Major Concern III: Be a Good Steward

Achievements	
3.1	In our pursuit of Target 1, "Fostering a One School Mindset," we successfully cultivated a collegial workplace culture that enhances unity and a shared sense of collective efficacy towards school success. We conducted developmental workshops aimed at deepening teachers' understanding of the "One School" Mindset, resulting in over 98% of teachers reporting a strong sense of belonging and commitment to the school community. Additionally, more than 98% of

	teachers expressed a robust sense of shared responsibility for the school's common goals. Our session on "One School Mindset @ Form Coordination" effectively fostered collaboration among class teachers by sharing insightful case studies and experiences, leading to over 91% of class teachers reporting that form coaching promotes cohesive practices across the school. Furthermore, we nurtured a culture of reflective practices through a variety of engaging platforms, including half-year self-reviews, comprehensive School Self-Evaluation (SSE), and collaborative pair-up reflection sessions during Staff Development Days (SDD). This proactive engagement led to more than 98% of teachers indicating heightened ownership in driving meaningful school improvement and fostering a commitment to our collective goals.
3.2	In our pursuit of Target 2, "Paving a Path to Professionalism," we successfully launched a series of initiatives aimed at inspiring and empowering our teachers, including middle leaders. Notably, we organised a range of staff development programmes focused on pedagogy, assessment for learning, and classroom management, incorporating at least one learning circle discussion and activity each year. As a result, over 96% of teachers reported implementing at least one new teaching strategy aligned with the seven Learning Goals. Additionally, the first-ever Collaborative Action Research (CAR@CWGC) initiative has fostered the formation of 11 KLA-based groups actively engaged in planning, action, analysis, and reflection stages, with presentations scheduled throughout the school year. The two-way mentorship scheme launched at the beginning of the term has also yielded strong results, with 100% of new teachers expressing a broad awareness of school expectations and finding the programme effective in enhancing their skills. Furthermore, our inaugural series of Professional Development Programmes (PDP+) for Middle Leaders received unanimous positive feedback, highlighting its relevance in cultivating future school leaders.
3.3	For Target 3, this year we successfully adopted a proactive approach to upgrading our school facilities, significantly enhancing the educational experience and promoting a healthy lifestyle for students, staff, and the broader community. Key improvements included the Green School Project, which effectively replaced all fluorescent lights with energy-efficient LED lighting and upgraded outdated air conditioning units for better climate control. We also strengthened our cybersecurity by upgrading the firewall system and installing a state-of-the-art fiber-optic communication network. The conversion of the PE storeroom into a dedicated gymnasium, along with the installation of security invisible protection corridor rails, further contributed to a safer and more engaging learning environment. Notably, over 75% of teachers and students reported that these comprehensive renovations have positively impacted teaching and learning (T&L) while supporting a healthier lifestyle on campus.

Reflection	
3.1	Reflecting on Target 1, it is evident that our efforts have significantly strengthened the sense of community and shared purpose among staff. The overwhelmingly positive feedback from teachers demonstrates not only a strong commitment to our school's ideals but also a collective responsibility for achieving our common goals. High engagement levels in our developmental workshops and coaching sessions illustrate a successful alignment of individual and school objectives. Furthermore, the widespread participation in reflective practices highlights the importance of continuous improvement, with over 98% of teachers reporting that their self-review goals align well with the overall school development objectives. However, while these results are encouraging, we recognise the need to sustain this momentum and further enhance collaborative practices to ensure ongoing growth and unity across the school.
3.2	Reflecting on Target 2, it is clear that our unwavering commitment to professional development has fostered a vibrant culture of continuous improvement and collaboration among staff, particularly among middle leaders. The positive feedback from both new and experienced teachers underscores the effectiveness of our mentorship scheme and professional development programmes. The high rate of teachers implementing new strategies demonstrates a collective willingness to embrace change and strive for excellence across the board. Additionally, the enthusiastic response from middle leaders regarding the PDP+ sessions highlights the critical importance of equipping aspiring leaders with the skills and knowledge necessary for effective school leadership. We are genuinely encouraged by these developments, as they indicate a strong foundation for future growth and innovation within our school. However, we recognise that ongoing support and resources are essential to sustain this momentum and fully realise the potential of our dedicated teaching staff and future leaders in our school community.
3.3	For Target 3, upgrading school facilities, we are pleased by the positive feedback from both students and teachers, which highlights the effectiveness of our improvements. The stakeholder survey and school-based questionnaires indicated a strong consensus on the benefits of the renovation works, confirming that our efforts to enhance the physical environment have fostered a greater sense of community and significantly boosted overall well-being. However, we recognise that ongoing assessment and adaptation are essential to ensure these facilities continue to meet the evolving needs of our diverse school community, allowing us to maintain a supportive and engaging learning environment for all.

Feedback and Follow-up	
3.1	For Target 1, to build on our achievements, we will implement a series of follow-up actions aimed at reinforcing the "One School Mindset" throughout our vibrant school community. We plan to conduct additional developmental workshops that focus on collaborative strategies and effective communication, further enhancing teachers' understanding of our shared goals and aspirations. Additionally, we will introduce regular check-ins to gauge teachers' sense of belonging and shared responsibility, ensuring we remain responsive to their evolving needs. We will also expand our reflective practices by introducing new platforms for feedback and discussion, including enhanced Learning Circle Discussions and more structured Collaborative Action Research (CAR) sessions. These initiatives will strengthen our collaborative culture, ensuring that all staff feel empowered, valued, and connected to our collective vision for success, ultimately driving meaningful and continuous school improvement.
3.2	For Target 2, we will build on this foundation by implementing several follow-up actions to further enhance professionalism within our school, specifically focusing on both teaching staff and middle leaders. We plan to continue the Learning Circle discussions, ensuring they evolve based on teacher feedback and emerging educational trends, with at least three held each year. Additionally, we will expand the Research CAR programme by incorporating more interactive workshops and peer observations to facilitate deeper learning and the sharing of best practices, ensuring at least one CAR project is conducted annually. To strengthen the mentorship scheme, we will provide targeted training for mentors to equip them to support new teachers effectively. For middle leaders, we will introduce additional PDP+ sessions featuring guest speakers and experts, with at least one inter-school professional development programme conducted for promising school leaders, enriching our professional development offerings and inspiring both current and aspiring leaders. These initiatives will create a robust pipeline of future leaders while reinforcing a culture of professionalism and excellence throughout our entire school community.
3.3	For Target 3, upgrading our school facilities, we will build on our achievements by implementing several follow-up actions aimed at further enhancing our spaces. This includes conducting regular assessments of the newly installed systems to ensure optimal performance and address any emerging concerns. We will also gather continuous feedback from stakeholders through focus groups and informal discussions to identify additional areas for improvement. Furthermore, we plan to explore further upgrades that promote sustainability and wellness, such as expanding outdoor learning spaces and integrating more green technologies. By maintaining our commitment to a proactive approach, we aim to create an even more enriching educational environment for everyone.

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
		Singapore English Study Tour
		The Hong Kong School Elite Competition
	Maths, Junior Science, STEAM, ICT	i-Farmer
	Geography	Enquiry-based learning: Rural and urban land uses
		Individual learning task: Renewable energy resources
	Music/IPA/AD	Musicianship Report & Composing device Report
	Biblical Knowledge	祈禱樽及祈禱反思

S.2	中文	詩詞匯報
	English	Visit to Jockey Club Museum of Climate Change in CUHK
		Singapore English Study Tour
		The Hong Kong School Elite Competition
	Maths, Geography, STEAM, ICT	Shatin's Friends
	STEAM, Maths	AI: Machine Learning
	Junior Science	Water Rocket
	Geography	Enquiry-based learning:
		Water resources in Hong Kong
	Music/IPA/AD	中國粵劇探討報告
	Biblical Knowledge	祈禱樽及祈禱反思
	T&L	Drawstring bag

S.3	中文	詩詞匯報
	English	Visit to Dialogue in the Dark Experience Place
		Singapore English Study Tour
	Physics	Disney World's of Physics programme
	Chemistry	Daily Science
	STEAM	Drone & Robot Programming
	Geography	Group project learning: Field study on slope management
	Financial Literacy	Entrepreneurship
	Economics	Case study on market structure
	Music/IPA/AD	Music Concert Appreciation & Music Composer Report
	Biblical Knowledge	祈禱樽及祈禱反思

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

Level	Subject	Project Title
S.4	English	Singapore English Study Tour
		The Hong Kong School Elite Competition
	CSD	中四級內地考察（浙江） -個人反思 -個人專題報告 -小組“說好中國故事”短片
	Physics	Disney World's of Physics programme
	Chemistry	Volumetric Analysis
	Geography	Fieldwork study about Kai Tak River
	BAFS	Entrepreneurship and Small and Medium Enterprises
	Economics	Visit to HKMA
	VA	SBA report (1. Woodblock printing)
	倫理與宗教	義工體驗活動報告
	Biblical Knowledge	祈禱樽及祈禱反思
		愛鄰社計劃

S.5	中文	AI 寫作先導課程
	English	Singapore English Study Tour
		The Hong Kong School Elite Competition
	Chemistry	Qualitative Analysis & Manufactures of Soap
	HMSC	SBA 實地學習反思報告
	Geography	Fieldwork study about Kai Tak River
	Physics	Visit to the Standards and Calibration Laboratory SBA report (1. The lens formula, 2. Ohm's law)
	Biology	Field trip to Rocky Shore
		SBA: Photosynthesis leaf disk assay & membrane permeability in beetroot
	ICT	SBA - Fast food POS System
	VA	SBA report (1. Woodblock printing, 2. Acrylic printing, 3. Ceramic)
	倫理與宗教	義工體驗活動報告
	Biblical Knowledge	祈禱樽及祈禱反思
		愛鄰社計劃

S.6	English	Singapore English Study Tour
		The Hong Kong School Elite Competition
	Biology	Field trip to Rocky Shore
		SBA: Beetroot cell membrane permeability in different concentration of alcohol
	ICT	SBA - Online Booking System
	Physics	SBA report (1. Refraction of light, 2. Relationship between the energy transferred and temperature)
	Biblical Knowledge	祈禱樽及祈禱反思

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 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 Nearpod 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 a Quality Education Fund (QEF) grant of approximately \$240,000 from the Education Bureau (EDB), 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 was organised or participated in to provide students with enriching learning experiences beyond the classroom. These activities included:

Sep 2024	Visiting the Bible Exhibition
Sep 2024	Visiting the Open Day at CUHK
Sep 2024	S1-S5 All Good Day
Sep 2024	S6 Pep Rally Day Camp
Sep 2024	S1 Orientation Camp
Oct 2024	S1 Volunteer Service Experiential Programme
Oct 2024	S2 Volunteer Service Experiential Programme
Nov 2024	Visit to Hong Kong Bunny Rescue
Nov 2024	Food Angel Volunteer Service
Nov 2024	iCare 15 House Cleaning Service
Nov 2024	iCare 15 Dinner preparation for the people in need
Nov 2024	iCare 15 Flag Selling
Nov 2024	iCare 15 Cultural Conservation Group and Community Exploration
Nov 2024	The Peer Power Student Gatekeeper Training Programme
Nov 2024	S1 Training camp reunion day
Dec 2024	iCare 15 Lifewire Run
Jan 2025	iCare 15 Visiting Subdivided Unit Households
Jan 2025	iCare 15 Animal Service
Jan 2025	S3 Volunteer Service Experiential Programme
Jan 2025	S4 Volunteer Service Experiential Programme
Jan 2025	1 st Service Learning & Exposure Day – S1 Beach Cleanup
Jan 2025	1 st Service Learning & Exposure Day – S2 Elderly Service
Jan 2025	S1, S3, S4 & S6 School Picnic - Barbeque at Butterfly Beach Park
Jan 2025	S2 Growth Leadership Training Camp
Jan 2025	S5 Class-based Shenzhen Study Tour
Jan 2025	iCare 15 Volunteer Work with Pets
Feb 2025	61 st Schools Dance Festival
Feb 2025	Immersive Experiential Theatre: "2030, Climate Act"
Feb 2025	Movie Appreciation – Cells at work!
Feb 2025	Zhuhai Career Exploration Tour
Feb 2025	iCare 15 Immersive Experiential Theatre: "2030·Climate Act"
Feb 2025	Let's Fly — Artistic Creativity Group
Mar 2025	English Drama Appreciation
Mar 2025	S1-5 Joyful Minds Wellness Fair:
	The 4Rs Mental Health Pledge x Hong Kong Ocean Park
Mar 2025	iCare 15 Volunteer Activities for Supporting Foster Children
Mar 2025	iCare 15 Flag Selling

Mar 2025	Jockey Club Student Drawing Competition
Mar 2025	CLAP@JC Career Visit to Innovation, Technology and Industry Bureau
Mar 2025	"Building an Internet of Things" STEM Workshop
Mar 2025	Ethnic Minority Community Guided Tour in Kowloon City
Mar 2025	77 th Hong Kong Schools Music Festival
Mar 2025	Oxfam Musical Marathon 2025 Group Performance Race
Mar 2025	Wai Ji Christian Services Flag Selling Day
Apr 2025	iCare 15 Central Cultural Guided Tour
Apr 2025	iCare 15 Environmental Conservation Volunteer Work
Apr 2025	iCare 15 Animal Service
Apr 2025	S4 CSD Mainland China Study Tour
Apr 2025	2 nd Service Learning & Exposure Day – Visit to Hong Kong Wetland Park
Apr 2025	2 nd Service Learning & Exposure Day – Elderly Service Workshop
Apr 2025	2 nd Service Learning & Exposure Day – Volunteer Service with the Visually Impaired people
Apr 2025	2 nd Service Learning & Exposure Day – Visit the Sanitation Worker
Apr 2025	2 nd Service Learning & Exposure Day – Inclusive Education Workshop
Apr 2025	National Security Writing Competition
Apr 2025	Germany - Technology & Cultural Study Tour
Apr 2025	Pet Caring Workshop
Apr 2025	Disney's World of Physics Tour
Apr 2025	Cookie Baking Inclusion Workshop
Apr 2025	Study Tour to Ngong Ping
Apr 2025	Sensory oddity: Enter the world of ASMR
May 2025	iCare 15 The Elderly Visit
May 2025	iCare 15 Blood Donation
May 2025	GBA Inter-School Talent Show – Hong Kong and Macao Region Competiton
May 2025	Joint School Chinese Literature Workshop
May 2025	The 53 rd Open Dance Contest
May 2025	2025 Sha Tin "Parents Salute Teachers Award Ceremony & Outstanding Parents Recognition Ceremony" Performance
May 2025	S3 English Language Project – Learning Activity
May 2025	Visit to Choi Hon School
May 2025	"Volunteer Leadership Program" Social Inclusion Volunteer Service Day
May 2025	S1 English Language Project-learning Activity
May 2025	English Excursion to CUHK MOCC Museum
May 2025	M plus Museum Visit
May 2025	JCRS Rugby Spirit – Invitational Rugby 7s Competition 2025
Jun 2025	Study Tour to the Greater Bay Area
Jun 2025	Parent-Child Study Tour of The Greater Bay Area Economic and Cultural Affairs
Jun 2025	ERS Volunteer Service – Grassroots Children's Fun Day
Jun 2025	Post-Exam Activities Artistic Journey (1)
Jun 2025	Movie Appreciation: The Way We Talk
Jul 2025	Towngas Workshop
Jul 2025	STEAM day: S4 Visit of Hong of Hong Kong Agriculture and Fisheries Technology Centre (Sha Tin)
Jul 2025	Singapore English Study Tour
Jul 2025	Self-enrichment Project: Shangha Study Tour
Jul 2025	Self-enrichment Project: Korea Study Tour
Jul 2025	Guangzhou Study Tour
Jul 2025	Northeast New Territories Sedimentary Rock Region of Hong Kong Global Geopark – Sea Excursion
Jul 2025	The Closing Ceremony cum Fun Day of The Peer Power Student Gatekeeper Training Programme
Jul 2025	Through Time — Print Art in Aberdeen Street" Guided Tour & Letterpress Printing Experience for Group
Jul 2025	Cultural Journey "Back to Old Hong Kong"

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. 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 & Outreach Department, Student Affairs Department, SEN Student Support Department, Civic, Moral, Nationalistic, Sex, Health & Environmental Education Department, and Learning Exposure & Service Learning Department, all guided by our Christian faith, mission, and vision.

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, which includes a dual class teacher system, orientation programmes, regular class periods, life education lessons, morning assemblies, hall assemblies, and various learning experiences, life-wide learning, co-curricular activities, teacher training, and tailored workshops.

We have organised S.1 Orientation Programmes to help new students adapt to secondary school life. These programmes are the result of concerted efforts from different departments and committees. In 2024-25, we introduced the S.1 Orientation Week, S.1 Orientation Camp, and on-campus lunch arrangements in the first term to better prepare students for their secondary education.

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

To enhance students' awareness of physical and mental well-being, we launched the "7 Well" Scheme this year. We organised health-focused activities before two major exam periods to help students alleviate stress and cope with adversity. During the Well-Being Days, the Guidance and Counselling Department featured daily themes, including "Mind Well", "Eat Well", "Play Well", "Study Well", "Sleep Well", "Exercise Well", and "Love Well", catering to the diverse needs of students. By participating in these activities, students learned to understand and express their emotions while establishing a healthy lifestyle.

Lastly, the Secret Angel Programme, Oath-taking Camp, and Wing Gee Pouch aimed to

support and connect S.6 students with their teachers. Encouraging messages from both students and teachers were displayed, along with expressions of gratitude from S.6 students. A video documenting teachers' insights and the process of preparing gifts for students was broadcast on the final teaching day for S.6, engaging students and reinforcing their support from teachers.

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 accommodations, 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, fellowship, religious services, and other faith-based activities.

This year, the Tai Wai Trailblazer student fellowship has expanded its scope, now comprising seven well-organised gatherings and twelve value-based sessions. These events brought students together for meaningful faith-based discussions and activities. Through sharing personal stories and building spiritual connections, participants deepened their understanding of Christian values and strengthened their bonds with one another. As a result, the fellowship has fostered a greater sense of community and support among students, encouraging them to live out their faith in everyday life.

The Jesus Lunch Cell Group offered a relaxed and supportive environment where students enjoyed meals with teachers and church staff. These gatherings provided opportunities for open conversations about religious experiences, allowing students to seek advice and encouragement from their mentors while fostering unity and belonging.

A significant enhancement this year was the transformation of Gospel Fortnight into Gospel Month—Creation. This month-long initiative focused on God's creation and its connection to love: love for nature, love for the community, love for oneself, and ultimately, the understanding that God is love. Through hymn singing, sharing sessions, and creative activities, students and teachers explored themes of stewardship, compassion, and self-worth, all rooted in faith. This extended programme allowed for a deeper and more immersive spiritual experience, significantly enriching the school community.

The success of these activities is a testament to the collaborative efforts of the church and the school. We are deeply grateful to both parish workers and teachers for their dedication and integral roles in promoting spiritual growth among students. Their commitment will continue to motivate and uplift our school community.

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

To facilitate individual student planning, our school provided various introductory exercises that simulated real-world work scenarios. These exercises aimed to promote self-understanding of students' personalities, skills, academic interests, and career aspirations. Additionally, activities were organised to explore students' interests in different career paths, with the assistance of the Holland Code Test and Career Interest Test. Students received guidance in interpreting assessment outcomes, support in formulating their career goals and educational plans, and the development of career management skills to prepare them as lifelong learners in society.

To enrich practical knowledge, career talks delivered by professional bodies were arranged, featuring industry experts who shared valuable insights and experiences. We also invited members of the alumni association to serve as mentors for our students, fostering connections that enhance networking opportunities. Job shadowing experiences were provided to senior students, offering them authentic learning opportunities in various work environments. These valuable experiences were the result of our dedicated efforts and perseverance, and they deserve to be commemorated.

Furthermore, we organised an S.6 Parents' Night to provide information to parents and prepare students ahead of the release of the Hong Kong Diploma of Secondary Education (HKDSE) results. This event aimed to equip parents with relevant information about the examination process and available support services. Workshops were conducted to address common concerns, and a panel discussion allowed parents to ask questions and share experiences. By fostering a collaborative environment, we aimed to strengthen the partnership between the school and families, ensuring that students receive comprehensive support during this crucial period.

In addition to these initiatives, we also implemented follow-up sessions to track students' progress and provide ongoing guidance as they navigate their academic and career paths. By creating a supportive ecosystem that involves students, parents, and mentors, we are committed to helping each student realise their full potential and prepare for a successful future. Ultimately, our holistic approach ensures that students are not only academically prepared but also equipped with the skills and confidence needed to thrive in the complexities of modern life.

F. Community and Global Outreaching

To enhance students' awareness of social needs, the Student Volunteer Service Scheme provides opportunities for volunteer service and social exposure activities. Students in S.1 to S.3 must complete at least 5 service hours, while those in S.4 to S.5 must attain a minimum of 7 service hours each academic year. To encourage participation, the Student Volunteer Service Award Scheme offers four recognition levels: the Bronze Award for 15 service hours, the Silver Award for 25 service hours, the Gold Award for 35 service hours, and the Outstanding Student Volunteer Leadership Award for the student with the highest service hours each year. This initiative is supported by various programs, including Volunteer Service Experiential Activities, the iCare 15 Community Services and Exposure Programme, Service Learning and Exposure Day, and Exchange Programmes.

The school also implements a systematic volunteer work programme for students from S.1 to S.5, with specific themes for each year. S.1 focuses on Environment and Sustainability, S.2 on Aging and Elderly Care, S.3 on Social Inclusion, S.4 on Poverty Alleviation, and S.5 on Socially Vulnerable Groups. Through experiential volunteer service activities, students participate in three lessons designed to deepen their understanding of these themes, analyse social issues, and explore ways to contribute positively to society.

Participation in the iCare 15 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 to homeless individuals and the elderly help students develop compassion for minority groups. Additionally, flag-selling activities organised this year further increase 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 10 January 2025, for S.1 and S.2 students, and on 16 April 2025, for S.1 to S.5 students, focuses on various societal issues. S.1 students engaged in activities at Hong Kong Wetland Park and participated in beach cleanups, while S.2 students took part in Elderly Retirement Workshops and visited elderly centers. S.3 students visited the Hong Kong Science Museum alongside visually impaired individuals, 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 will enrich students' experiences, broaden their insights, and facilitate personal growth.

Finally, our school has organised a variety of Exchange Programmes, including the S5 Class-based Shenzhen Study Tour on 24 January 2025, the Zhuhai Career Exploration

Tours on 21 February 2025, the S.4 CSD Mainland China Study Tour on 8 April 2025, the Germany Technology and Cultural Study Tour on 24 April 2025, the Study Tour to the Greater Bay Area on 23 June 2025, the Parent-Child Study Tour to the Greater Bay Area on 28 June 2025, the Singapore English Study Tour on 21 July 2025, and the Self-enrichment Projects for Study Tours to Shanghai, Ningbo, and Korea on 22 July 2025, along with the Guangzhou Study Tour on the same date. 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 2024-25 academic year, the PTA successfully organised the "Positive Parenting Academy," featuring seminars on positive parenting approaches, volunteer initiatives, interactive sharing sessions, and workshops for parents and their children—all enthusiastically planned and implemented by PTAC members. Additionally, the association conducted an educational Mainland Study Tour and provided financial assistance to underprivileged students and families. To recognise student excellence, the PTAC awarded commendations for outstanding attendance and assignment completion. These comprehensive efforts have significantly enhanced school-family partnerships 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 their study skills and leadership development strategies, empowering current students to thrive academically and professionally. The mentorship programme, designed to bridge the gap between experience and youth, has garnered positive feedback from all participating students, promoting a culture of collaboration and growth. Looking ahead, the RAA is committed to deepening its partnerships with the school. By supporting joint initiatives, they aim 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 (2025)

The school year 2024-25 was a year full of blessings amid challenges and difficulties. By God's abundant grace, students worked hard and showed significant improvement in the 2025 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. Nine subjects offered performed better than their respective HK averages: 75% in M2, 46.3% in Biology, 55.6% in Ethics and Religious Studies, 43.8% in ICT, 39.3% in Chinese, 57.9% in Economics, 49% in Mathematics, 37.9% in Chinese History, and 42.9% in Chinese Literature.

Additionally, the performance of Level 2/Attained or above was remarkable, with the overall school rate reaching nearly 100%. Fifteen out of the 16 subjects offered performed better than their respective HK averages: 100% in Chinese Language, 98% in English, 96% in Mathematics, and 99% in CSD; 100% in Biology, Chinese Literature, Ethics and Religious Studies, ICT, M2, and Visual Arts; 93.1% in Chemistry; 96.6% in Chinese History; 94.7% in Economics; 94.1% in Geography; and 91.2% in Physics.

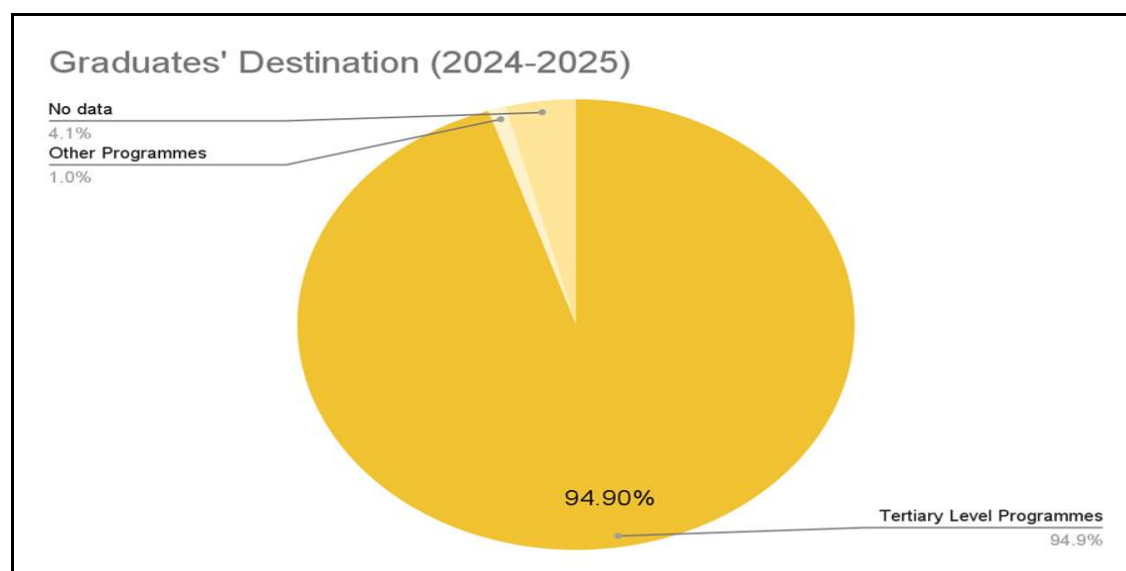
The most outstanding student, 6D Lo Ev Diff, attained a score of 32 in their best six subjects. In total, there were 210 instances of Level 4 or above across various subjects.

In conclusion, the results in the 2025 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

Graduates' Destination (2024-2025)

	Percentage of Students	No. of Students
Tertiary Level Programmes	94.90 %	93
Other Educational Programmes	1.02 %	1
Repeating S.6	0 %	0
Employment	0 %	0
No data	4.08%	4



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 YEUNG WING HEI

6D LO EV DIFF

EXTERNAL AWARD

21st Sha Tin District Outstanding Student Award

Best Team (Senior Secondary)

4D AU-YEUNG CHING

Commendation Certificates (Junior Secondary)

2A CHAI TSZ CHIN

Commendation Certificates (Senior Secondary)

4C LAU TSZ KWAN EUNICE

Excellence in Team Competition Award (Senior Secondary)

4D AU-YEUNG CHING

Outstanding Student (Junior Secondary) [Top 10]

3A LAW WAI LAM

Outstanding Student (Senior Secondary) [Top 10]

4D AU-YEUNG CHING

The Academy Awards for the Gifted 2025

Gold Award

4D AU-YEUNG CHING

Youth Arch Student Improvement Award 2023

Youth Arch Student Improvement Award

2A LO SHUN LAP

4B WU LI YI

2A AU YEUNG HING

4C LAM CHUN

2A CHAI TSZ CHIN

5A LI ON YAN

2C LEE KING TUNG SABRINA

5B LI MEI YEE

3A NG CHUN TING

5C CHAN CHIN SHING

3A KIMBERLEY TSOI

5D DU MIN FE

3B TSANG KA HUNG

5E NG TSZ LOK MATTHEW

3D LAU PAK YIN

6A LAI WING KA

4A LAM PAK YU

6B LIP TSZ YAN

4B LUI HAILEY

6C LEUNG KA KIT

2023-2024 中國中學生作文大賽（香港賽區）文學之星

初中組優異獎

2A NG CHEUK LAM

3B WONG PUI CHI

3C LO WANLAN

3D LAI YUK LAM

4D CHAN LAU KWAN

城市文學獎 2024

小說組推薦獎

6A CHOW YUI YIN

2024-2025 中國中學生作文大賽（香港賽區）

初中組銀獎

1C LEUNG CHEUK YING

中國青少年語言文化學會「全國青少年語文知識大賽」菁英盃作文比賽

入圍賽

2B TSOI WANTONG

4D FUNG KA YEE

2B YIN MENG RAN

5A MA WILSON

3A LAU CHEUK MAN

5A WAN LAP HEI

3A YIP TIK SUM

5A WONG HO SUM

3A LEUNG SIN YU

5A TAI TSZ LAM

3A TSANG CHING YUNG

5B LEUNG PAK YIN

3B HE PUI LAM

5B LI HON YU

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3B IP YAN KIU	5B CHU WAN CHING
3B YIU YAN TUNG	5B MA HOI TING
3C LO WANLAN	5C CHUNG CHEUK NAM
3D LAI YUK LAM	5C LIU HUI TUNG
3D TANG TSZ KI	5C YU LAI YING
4A LIANG XIAOYUAN	5D AU LEONG YIN
4B FAN PUI SZE	5D HAN PO HUEN
4D ZHOU RYAN	5E CHOY YAN CHING
4D CHAN LAU KWAN	
菁英盃現場作文比賽（決賽）二等獎	4D ZHOU RYAN
	3A TSANG CHING YUNG
菁英盃現場作文比賽（初賽）三等獎	3D LAI YUK LAM
	5E CHOY YAN CHING
菁英盃現場作文比賽（初賽）一等獎	4B FAN PUI SZE
菁英盃現場作文比賽（初賽）二等獎	3D TANG TSZ KI
菁英盃現場作文比賽（初賽）三等獎	4D ZHOU RYAN

中華文化促進中心初中組

入圍全國複賽優異獎

1C LEUNG CHEUK YING

少年·毅戰賽 2024

男子青年組季軍

5C CHAN CHIN SHING

第七十六屆香港學校朗誦節 2024

中文朗誦散文獨誦（粵語）優良獎狀

1A CHAN KAI YU

中文朗誦二人朗誦（粵語）優良獎狀

1D YAN TSZ YIU

1D ZENG JIAYA

中文朗誦散文獨誦（普通話）優良獎狀

2B TSOI WANTONG

1C LIU LIFU

中文朗誦散文獨誦（粵語）優良獎狀

4B LI YAN YUNG LISA

中文朗誦詩詞獨誦（普通話）良好獎狀

1C CHAN HAU YEE

中文朗誦詩詞獨誦（粵語）良好獎狀

2B CHOI HUNG YIU

中文朗誦詩詞獨誦（粵語）優良獎狀

2C WAN WAI

4D FUNG KA YEE

76th Hong Kong Schools Speech Festival 2024

English Speech Choral Speaking Secondary 1
and 2 Mixed Voice Third Place

2A AU LOK MAN

2A WONG YEE LOK

2A CHEN PAN TUNG IAN

2A WU XIAN XUAN

2A CHEUNG PAK KIU

2A YIP LONG HIM

2A CHONG LONG YUI

2A ZHAO PETER

2A HE BOXI

2A CHAI TSZ CHIN

2A HUI CHUN LONG

2A CHUN KA SHUEN

2A LAU CHUN YIN

2A KWONG YIN CHI

2A LI CHUN HIN

2A LIAO TSZ CHING

2A LIANG MINGJUN

2A LO YAN

2A LO SHUN LAP

2A LUN PUI MAN

2A NG SAI KI

2A NG CHEUK LAM

2A AU YEUNG HING

2A SITU TSZ HUEN

2A TAI CHUN KIU

2A SU ON YING

2A TO HIU YEUNG

2A TAM LEONA

2A TSANG YAU MAN

2A YANG PEARL

2A TSENG ALAN

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Christian Alliance Cheng Wing Gee College

English Speech Choral Speaking S.1 & 2 Mixed Voice Certificate of Proficiency

1B	CHAN KIN LAP	1B	NG PUI KA
1B	CHEUNG YU HEI	1B	SANTOS DEACON CHARON
1B	GUNG CHI LAM	1B	SZETO WING FUNG CHESTER
1B	HE PEIER	1B	TSANG KA KIU
1B	HUANG YUI LAM	1B	TSANG PAK HEI
1B	HUI LOK WING	1B	WANG HO FEI
1B	KWOK HO LONG	1B	WANG WILBERT
1B	LAI PAK YIU	1B	WONG CHING HIN
1B	LAU CHUN KI	1B	WONG HO CHI ETHAN
1B	LEUNG TSUN HANG	1B	WONG TSZ LAAM
1B	LEUNG YU HO	1B	WONG WING LAM
1B	LIN HOI CHING	1B	WU ZIQI
1B	LUI LOK YI	1B	YIP YU HIN
1B	MAO SHIRLEY	1B	YU TSZ KIU
1B	MOK SHING HIN	1B	YUEN FELICIA TSING YAN
1B	MOK TSZ YAU	1B	ZHANG TSZ CHING
1B	MUHAMMAD ABDULLAH	1B	ZHENG POK WAN
1B	NG CHEUK KIU	2B	TONG KA LONG

English Speech Dramatic Duologue Certificate of Merit

English Speech News Feature Presentation Certificate of Merit

English Speech Solo Verse Speaking Certificate of Merit

4C	LEUNG YAN YUET
5D	YU ON KIU
5E	NG KA HEI
4B	LUI HAILEY
1C	CHUNG YUI CHING
3B	ZHENG YUFEI
2B	CHOI HUNG YIU
1A	CHAN PUN HEI
4B	LUI HAILEY
4C	HUANG HO YEUNG

The 17th English Radio Drama Competition

Semifinalist Certificate

2C	TANG MAN CHI ANGIE
2C	REN LINDA
3C	LAU SZE KA
4B	LUI HAILEY
4C	LEUNG YAN YUET

The Hong Kong School Elite Competition 2024

English Group S4 Bronze Award

5C	CHUNG CHEUK NAM
5C	YU LAI YING
6A	LAM KA MING
6A	WONG CHAK KA BENNETT
6A	WOO CHI TO

English Group S4 Silver Award

2024 Hong Kong Schools Mathematics and Mathematical Olympiad (HKSMMO)

Champion

Gold Award

Silver Award

5A	LEE HOI HIM
2A	WU XIAN XUAN
4A	MA YIU SING
4A	WONG NOK YIN CALEB
2A	CHEUNG PAK KIU
2A	LO SHUN LAP
3A	CHEN JINYU
3A	LEUNG SIN YU
4A	LUI TZE HO
5A	WONG HO SUM

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

Bronze Award

5A YEUNG HOI YAN
2A HE BOXI
3A WONG YAT LONG
3A LI CHEUK YIU
3A SIU PUI CHI
4A AU WING SUM
5A LI MAN SUM

2025 Asia International Mathematical Olympiad Open Contest

(Qualifier) Silver Award

3C CHEN CANRONG

(Heat) Gold Award

(Qualifier) Bronze Award

5A LEE HOI HIM

(Heat) Silver Award

2025 Huaxia Cup

(Heat) 2nd Honour

3C CHEN CANRONG

(Heat) 3rd Honour

2A WU XIAN XUAN

(Qualifier) 3rd Honour

3C CHEN CANRONG

The PolyU Young Historian Competition Awards 2024

Outstanding Team

5D DENG SZE MAN
5D DU MIN FE
6D WONG TSZ HO
6D CHANG YAN KIU
6D LIU SZE TUNG

Thailand International Mathematical Olympiad

(Heat) Gold Award

4A LUI TZE HO

4A WAN NOK HEI

5A LEE HOI HIM

(Heat) Silver Award

5A WONG HO SUM

5A YEUNG HOI YAN

(Heat) Bronze Award

2A TSENG ALAN

5A YANG FRANKY

5A LI MAN SUM

2A CHEUNG PAK KIU

(Qualifier) Bronze Award

2A HE BOXI

3A LEUNG SIN YU

4A LUI TZE HO

5A LEE HOI HIM

5A WONG HO SUM

5A YANG FRANKY

Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Competition

(Preliminary) 1st Prize Award

4A WAN NOK HEI

(Preliminary) 2nd Prize Award

4A LUI TZE HO

4A WONG NOK YIN CALEB

5A WONG HO SUM

(Preliminary) 3rd Prize Award

5A YEUNG HOI YAN

(Preliminary) Merit

2A WU XIAN XUAN

(Heat) 2nd Prize Award

5A LI MAN SUM

4A LUI TZE HO

全港中學中國歷史研習獎勵計劃

優異獎

4D CHOW CHING HEI

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

Everything You Need to Know About Tropical Cyclones Short Video Competition

Bronze Award

5C YU LAI YING
5B MA HOI TING
5C CHUNG CHEUK NAM
5C LIU HUI TUNG

Hong Kong Economics Essay Competition 2024

Merit

6B LO TSZ FUNG MARCUS
6B CHAN YIK SUM ANRITA
6B HUI YUET NGA
6B LIP TSZ YAN

Bright Future Cup 2024

Best Engineering Design Award

3A CHIU CHI HANG
3B TANG YU ZHEN
5A LEUNG YIK SHING
5A ZHENG KAYE
6C TANG MAN HEI
6C WONG WANG PIU ANTONIO

Most Valuable Player

6C TANG MAN HEI

The First Runner-Up

3A CHIU CHI HANG
3B TANG YU ZHEN
5A LEUNG YIK SHING
5A ZHENG KAYE
6C TANG MAN HEI
6C WONG WANG PIU ANTONIO

Soccer Robot Competition: Group Winner

3B TANG YU ZHEN
5A LEUNG YIK SHING
5A ZHENG KAYE
3A CHIU CHI HANG

Hong Kong Science Fair 2024-2025

Merit

4A YIU CHI NGA
5A LEUNG YIK SHING
5A ZHENG KAYE
5B YAU CHING TONG

Robomaster 2024 Youth Tournament (Hong Kong)

Champion

3A CHIU CHI HANG
6C TANG MAN HEI
6C WONG WANG PIU ANTONIO
6D LEUNG YU HIN

Smart Campus x InnoTech Taster Program

First Prize

6C TANG MAN HEI

Super AI Track Race 2025

Junior Secondary Second Runner-up

3A CHIU CHI HANG
3B TANG YU ZHEN

中國移動 OneNET 創科比賽 (香港賽區) 2024

四強

6C TANG MAN HEI

中國移動聯網創客馬拉松決賽 (全國賽)

優秀獎

6C TANG MAN HEI

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

優質數學教育團體獎

金獎

2A CHEUNG PAK KIU	4A LUI TZE HO
2A HE BOXI	4A MA YIU SING
2A LO SHUN LAP	4A WONG NOK YIN CALEB
2A WU XIAN XUAN	4A AU WING SUM
3A CHEN JINYU	5A LEE HOI HIM
3A WONG YAT LONG	5A WONG HO SUM
3A LEUNG SIN YU	5A LI MAN SUM
3A LI CHEUK YIU	5A YEUNG HOI YAN
3A SIU PUI CHI	

Espace D'art Jeunesse De Paris: Grand Concours International De Dessin Pour Enfants 2024

Silver Award

6D LEE MING KIT

Gold Award

6C LAU SZE LAAM

Monet International Art Prix

Gold Medal

6C LAU SZE LAAM

Gold Medal

6D LEE MING KIT

「無毒一生 燦爛人生」2025 全港青少年禁毒造型設計比賽

入圍總決賽

5D YU ON KIU

61st Schools Dance Festival

A Grade Award

2C FUNG YUEN KIU
2C HUANG ZIQI
2D LO GWAN YIN
2D NG NGA TUNG
2D YIP WING CHING
3A CHAN MEI KI
3A HO HIU MAN
3A KE WAI MAN
3D FUNG PUI YI
5D MAN WAN YAN

Hong Kong Schools Music Festival

Merit Award

1A AU HOI CHING HANNA	1D AU TSZ YAN
1A CHAN KAI YU	1D FENG TSZ HO
1A CHAN SHUT YAN HANNAH	1D LI NGA TING
1A HAU YEE SEN	1D WONG TSZ YUET
1A KWOK TSZ KI	2A CHAI TSZ CHIN
1A MOK WAN TING	2A LUN PUI MAN
1A TSE WING HEI	2A TAM LEONA
1B GUNG CHI LAM	2C CHAN YIN HEI
1B HE PEIER	2C TANG MAN CHI ANGIE
1B HUI LOK WING	2C WAN WAI
1B LIN HOI CHING	3B YIU YAN TUNG
1B LUI LOK YI	3C DENG SIQI
1B MOK TSZ YAU	3C LEE YI YU
1B NG CHEUK KIU	3D WONG NGA YI
1B WANG HO FEI	4A YIP HOI CHI
1B WONG WING LAM	4B FAN PUI SZE
1B WU ZIQI	4B LI YAN YUNG LISA
1B YUEN FELICIA TSING YAN	4B WU LI YI

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

1C CHAN HAU YEE
 1C CHAN MEI LOK
 1C CHUNG YUI CHING
 1C LEUNG CHEUK YING
 1C LI CHEUK TUNG
 1C NGAN YING HEI
 1C TSANG PAK WA

4B YIP CHEUK LING
 4C LAU TSZ KWAN EUNICE
 4D AU-YEUNG CHING
 4D CHONG CHEUK YI
 4D FUNG KA YEE
 5B NG CHEUK TING

香港青年音樂及藝術協會聖詩組比賽

Golden Award

1A AU HOI CHING HANNA
 1A CHAN KAI YU
 1A CHAN SHUT YAN HANNAH
 1A HAU YEE SEN
 1A KWOK TSZ KI
 1A MOK WAN TING
 1A TSE WING HEI
 1B GUNG CHI LAM
 1B HE PEIER
 1B HUI LOK WING
 1B LIN HOI CHING
 1B LUI LOK YI
 1B MOK TSZ YAU
 1B NG CHEUK KIU
 1B WANG HO FEI
 1B WONG WING LAM
 1B WU ZIQI
 1B YUEN FELICIA TSING YAN
 1C CHAN HAU YEE
 1C CHAN MEI LOK
 1C CHUNG YUI CHING
 1C LEUNG CHEUK YING
 1C LI CHEUK TUNG
 1C NGAN YING HEI
 1C TSANG PAK WA

1D AU TSZ YAN
 1D FENG TSZ HO
 1D LI NGA TING
 1D WONG TSZ YUET
 2A CHAI TSZ CHIN
 2A LUN PUI MAN
 2A TAM LEONA
 2C CHAN YIN HEI
 2C TANG MAN CHI ANGIE
 2C WAN WAI
 3B YIU YAN TUNG
 3C DENG SIQI
 3C LEE YI YU
 3D WONG NGA YI
 4A YIP HOI CHI
 4B FAN PUI SZE
 4B LI YAN YUNG LISA
 4B WU LI YI
 4B YIP CHEUK LING
 4C LAU TSZ KWAN EUNICE
 4D AU-YEUNG CHING
 4D CHONG CHEUK YI
 4D FUNG KA YEE
 5B NG CHEUK TING

學界樂器比賽

Silver Award

1A CHAN KAI YU
 1A WONG CHOR KIU
 1B MOK SHING HIN
 1B YIP YU HIN
 1B MOK TSZ YAU
 1B WONG WING LAM
 2A LUN PUI MAN
 2A TAM LEONA
 2B CHOI HUNG YIU
 2C TANG MAN CHI ANGIE
 2C WAN WAI

2D LI THADDEUS
 3A CHOW HIU CHING
 3A WONG LEONG CHI
 3B WONG PUI CHI
 3C LAU SZE KA
 4A YIP CHEUK HIM
 4B FAN PUI SZE
 5B NG CHEUK TING
 5D LEE CHOI YEE CHERRY
 1D KWOK CHUN TING

61st Schools Dance Festival Break Dance

B Grade Award

1A AU HOI CHING HANNA
 1A CHAN SHUT YAN HANNAH
 1A CHENG UEN CHING
 1C LI CHEUK TUNG

3D FUNG PUI YI
 4B CHAN CHUN BOND
 4B WONG TSZ YAN JILIAN
 4C TSE MING HONG

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

1C NGAN YING HEI
2C CHENG HEUN CHING
2C LAU TAM LING
2C LEE LOK YAU
2D CHAN LOK WAN
3C KWOK YUET LAM

4C LAU TSZ KWAN EUNICE
5B LEE YUEN YAN
5E CHAN CHEUK YEE CHERRY
5E CHUNG MARCIA SAU YING
5E NG KA HEI

Break Dance Assessment Competition

First Class Award

1A CHAN SHUT YAN HANNAH
1A CHENG UEN CHING
1C LI CHEUK TUNG
1C NGAN YING HEI
2C CHENG HEUN CHING
2C LAU TAM LING
2C LEE LOK YAU
3C KWOK YUET LAM
3D FUNG PUI YI

4B CHAN CHUN BOND
4B WONG TSZ YAN JILIAN
4C TSE MING HONG
4C LAU TSZ KWAN EUNICE
5B LEE YUEN YAN
5E CHAN CHEUK YEE CHERRY
5E CHUNG MARCIA SAU YING
5E NG KA HEI

Gold Medal

1A AU HOI CHING HANNA

The 53rd Open Dance Contest Break Dance

Silver Award

1A AU HOI CHING HANNA
1A CHAN SHUT YAN HANNAH
1A CHENG UEN CHING
1C LI CHEUK TUNG
1C NGAN YING HEI
2C CHENG HEUN CHING
2C LAU TAM LING
2C LEE LOK YAU
2D CHAN LOK WAN
3C KWOK YUET LAM

3D FUNG PUI YI
4B CHAN CHUN BOND
4B WONG TSZ YAN JILIAN
4C TSE MING HONG
4C LAU TSZ KWAN EUNICE
5B LEE YUEN YAN
5E CHAN CHEUK YEE CHERRY
5E CHUNG MARCIA SAU YING
5E NG KA HEI

The 53rd Open Dance Contest

Silver Award

2C FUNG YUEN KIU
2C HUANG ZIQI
2D LO GWAN YIN
2D NG NGA TUNG
2D YIP WING CHING

3A CHAN MEI KI
3A HO HIU MAN
3A KE WAI MAN
3D FUNG PUI YI
5D MAN WAN YAN

Center Stage Dance Competition Hip Hop Dance Competition

Gold Medal

1A AU HOI CHING HANNA

GBA Inter-school Talent Show Hong Kong and Macao Region Competition

Golden Award

1A AU HOI CHING HANNA
1A CHAN KAI YU
1A CHAN SHUT YAN HANNAH
1A HAU YEE SEN
1A KWOK TSZ KI
1A MOK WAN TING
1A TSE WING HEI
1A WONG CHOR KIU
1B GUNG CHI LAM
1B HE PEIER

2A CHAI TSZ CHIN
2A LUN PUI MAN
2A TAM LEONA
2B CHOI HUNG YIU
2C CHAN YIN HEI
2C TANG MAN CHI ANGIE
2C WAN WAI
2D LI THADDEUS
3A CHOW HIU CHING
3A WONG LEONG CHI

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

1B HUI LOK WING
 1B LIN HOI CHING
 1B LUI LOK YI
 1B MOK SHING HIN
 1B MOK TSZ YAU
 1B NG CHEUK KIU
 1B WANG HO FEI
 1B WONG HO CHI ETHAN
 1B WONG WING LAM
 1B WU ZIQI
 1B YIP YU HIN
 1B YUEN FELICIA TSING YAN
 1C CHAN HAU YEE
 1C CHAN MEI LOK
 1C CHUNG YUI CHING
 1C LEUNG CHEUK YING
 1C LI CHEUK TUNG
 1C NGAN YING HEI
 1C TSANG PAK WA
 1D AU TSZ YAN
 1D FENG TSZ HO
 1D KWOK CHUN TING
 1D LI NGA TING
 1D WONG TSZ YUET

3B WONG PUI CHI
 3B YIU YAN TUNG
 3C DENG SIQI
 3C LAU SZE KA
 3C LEE YI YU
 4A LAM PAK YU
 4A YIP CHEUK HIM
 4A YIP HOI CHI
 4B FAN PUI SZE
 4B LI YAN YUNG LISA
 4B WU LI YI
 4B YIP CHEUK LING
 4C LAU TSZ KWAN EUNICE
 4D AU-YEUNG CHING
 4D CHONG CHEUK YI
 4D CHU CHUNG YEE
 4D FUNG KA YEE
 4D MA CHUN KIT
 5B NG CHEUK TING
 5C LAM TSZ YAN
 5D CHAN YUK HEI JEFFREY
 5D LEE CHOI YEE CHERRY
 5E AU HOI CHING

沙田文藝舞蹈比賽

Merit Award

2C FUNG YUEN KIU	3A HO HIU MAN
2C HUANG ZIQI	3A KE WAI MAN
2D LO GWAN YIN	3D FUNG PUI YI
2D NG NGA TUNG	3D LAI YUK LAM
2D YIP WING CHING	5D MAN WAN YAN
3A CHAN MEI KI	

「守護盃」第二十屆香港國際武術節暨「峨眉杯」未來之星國際武術大賽

海外男子 M5 國際規定刀術 金牌
 海外男子 M5 國際規定南拳 金牌
 海外男子 M5 國際規定棍術 銀牌

3C HO TSZ HIM

2025 年第二屆武術傳承發展交流文化節暨[武盟杯]粵港澳全民武術公開賽

自選南刀 男子青年乙組 一等獎
 自選南拳 男子青年乙組 二等獎
 自選南棍 男子青年乙組 二等獎

3C HO TSZ HIM

2024/2025 青少年武術普及訓練計劃錦標賽

初中組集體初級刀術 冠軍
 初中組集體初級南拳 冠軍
 男子初中組個人全能獎盃 亞軍
 男子初中組初級南拳 亞軍
 男子初中組初級棍術 冠軍

3C HO TSZ HIM

2025 全港公開青少年兒童武術分齡賽

男子少年組個人全能獎盃 第五名
 男子少年組南拳 季軍

3C HO TSZ HIM

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

全港公開武術(競賽及傳統)錦標賽 2024

男子青年組(對練項目)冠軍 3C HO TSZ HIM

沙田武術錦標賽 2024 - M13 - M14

男子其他兵器組(南刀)第一名 3C HO TSZ HIM

男子其他兵器組(南棍)第一名 3C HO TSZ HIM

男子拳術組(南拳)第二名 3C HO TSZ HIM

恒基全港學界武術比賽 2024

女子中學丙組(北勝八卦棍)銀獎 2D YIP WING CHING

女子中學丙組(北勝十字拳)銀獎 2D YIP WING CHING

女子中學甲組(八極拳)銀獎 5D YU ON KIU

女子中學甲組(西北十三刀)銅獎 5D YU ON KIU

男子中學乙二組(八極拳)金獎 3C HO TSZ HIM

男子中學乙二組(五虎拳)銀獎 3D TO YAT LONG

男子中學乙二組(自選刀術)冠軍 3C HO TSZ HIM

男子中學乙二組(自選南拳)亞軍 3C HO TSZ HIM

男子中學乙二組(個人全能獎盃)亞軍 3C HO TSZ HIM

男子中學乙二組(雙刀)金獎 3C HO TSZ HIM

2025 全港公開青少年兒童武術分齡賽

B15 女子青年組刀術季軍 5D YU ON KIU

2024-25 年學校體育推廣計劃獨木舟比賽

男子初級組(13-15 歲) T1-200m 季軍 4C LAM CHUN

Hong Kong Junior Judo Team Championships 2024

2nd Runner-up 1A WONG SZE YIU EDEN

The 56th Hong Kong Judo Invitation Championships

Girls Group B+ (45-70kg) 2nd Runner-up 1A WONG SZE YIU EDEN

奮進盃跆拳道搏擊邀請賽 2025

女子色帶組 15-17 歲輕量級季軍 4B CHONG HIRAM

2025 Interschool Shuttlecock Competition

Second Runner-up in Men's Doubles 1C FUNG SZE YUEN

1C HO HO FUNG

Second Runner-up in Men's Team 1C FUNG SZE YUEN

1C HO HO FUNG

2B SO CHUN HEI KARLTON

Second Runner-up in Shuttlecock Juggling 1C FUNG SZE YUEN

2025 Outreach Coaching Programme Shuttlecock Competition

Merit Award in Men's Team 2B SO CHUN HEI KARLTON

1C FUNG SZE YUEN

1C HO HO FUNG

2025 公民田徑錦標賽

第1 站男青丁組 MD 4x100 米接力 冠軍 1D LI HIU LOK

第3 站 男青丁組 MD 100 米季軍 1D LI HIU LOK

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

25th Hong Kong Secondary Schools Trampoline Competition

Girls C Grade Individual Second Place 1B MOK TSZ YAU

HK Elite Rope Skipping Championships 2025

1st Runner-up of U-15 in Double Dutch Speed Sprint 1A AU HOI CHING HANNA
Champion of U-15 in Double Dutch Freestyle

Hong Kong Wingfoil GP (round 6)

Wingfoil Men Open Position 3 4C WONG CHEUK YIN
Wingfoil Boys U19 Position 2

Inter-School Athletics Championships

Boys C Grade 4x400m Relay Fourth Place 2D NGAI CHANG NAM
 2A TAI CHUN KIU
 2B ZHANG THOMAS
 2D WONG KA HIN

Inter-School Athletics Championships

Girls C Grade 400m Fourth Place 2C CHENG HEUN CHING

Inter-School Basketball Competition

1st Runner-up

1A LUM HO CHUN	1D SZE CHUN MING
1A YING TSANG HEI MARCUS	1D ZHOU JIAWEI
1B WONG TSZ LAAM	2A AU LOK MAN
1B ZHENG POK WAN	2B KWOK CHUN YIU REILY
1C CHEUNG SHIN GIP KHALIL	2B WONG TSZ HUNG
1C HO PAK YU	2C CHEUNG KINNING
1C LAU TSZ YU	2D NGAI CHANG NAM
1D BAN YUEN SUI	2D WONG KA HIN

Inter-School Cross Country Competition

<i>Boys C Grade Team Award- 1st Runner-up</i>	1B WANG WILBERT
	2A CHONG LONG YUI
	2A WONG YEE LOK
	2B ZHANG THOMAS
	2A TAI CHUN KIU
	2B KWOK CHUN YIU REILY
	2D NGAI CHANG NAM
	2D WONG KA HIN
	4C CHU NGA KI
	5A YEUNG HOI YAN
<i>Girls A Grade Team Award- 8th Place</i>	5C FUE KIT WING
	5D DU MIN FE
	5D YEUNG YUI KA
	5E NG KA HEI
	3A CHOW HIU CHING
	3B CHAU SIU TUNG
	3C LAI LOK CHING
	3C LEUNG LOK TUNG
	4B CHONG HIRAM
	4B WU LI YI
<i>Girls B Grade Team Award- 8th Place</i>	4C CHAN HEI YEE
	4C WONG TSZ YU
	1A HO YUEN CHI EUSANE
	1B MAO SHIRLEY
<i>Girls C Grade Team Award- 8th Place</i>	

宣道會鄭榮之中學

Christian Alliance Cheng Wing Gee College

	1C	TAM CHING HUEN
	1C	WAN HIU YAN
	2B	NG ZI LING
	2C	CHENG HEUN CHING
	2C	LEE KING TUNG SABRINA
	2D	YU CHING LAM
<i>Girls C Grade Individual Award- 7th Place</i>	2C	LEE KING TUNG SABRINA

Inter-School Long Distance Run Competition

<i>Boys C Grade Individual Award- 6th Place</i>	2B	ZHANG THOMAS
<i>Boys C Grade Team Award- 3rd Runner-up</i>	1B	LAI PAK YIU
	1B	WANG WILBERT
	2A	TAI CHUN KIU
	2A	WONG YEE LOK
	2B	KWOK CHUN YIU REILY
	2B	ZHANG THOMAS
	2D	WONG KA HIN

Inter-Secondary School Touch Championship 2025

<i>Boys U19 The 2nd Runner-up</i>	2D	CHEUNG ROCK
	3C	TSANG CHIT HEI
	4B	ZHANG QIHUA
	4D	CHENG MING CHIT
	5D	FU TSZ HANG
	5E	CHAN YIN LAM
	5E	CHU MING YIN ISSAC
	5E	HO NOK HEI

Island Hike and Run 2024

<i>15km : Mens Overall 3rd Place</i>	5C	CHAN CHIN SHING
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Jump Your Style Double Dutch Contest 2025

<i>1st in Age 12-14 Team Show</i>	1A	AU HOI CHING HANNA
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上海國際交互繩大獎賽 2024

<i>一等獎</i>	1A	AU HOI CHING HANNA
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萬里長繩 2025 年京港跳繩交流賽-13-15 歲組

<i>(2 x 30 秒雙搖接力) 第三名</i>	1D	SZE CHUN MING
<i>(60 x 90 秒個人花樣) 第八名</i>		
<i>(30 秒單搖) 第二名</i>		
<i>(4 x 30 秒單搖) 第二名</i>		
<i>(4 人花樣) 第一名</i>		
<i>(90 秒競速跳) 第二名</i>		

Kowloon City District Age Group Athletic Meet 2024

<i>Men's Youth (Division E) 60m Champion</i>	1D	LI HIU LOK
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North District Age Group Athletic Meet 2024

<i>Men's Youth (Division E) 100m 2nd Runner-up</i>	1D	LI HIU LOK
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Sha Tin District Age Group Athletic Meet 2024

<i>Men's Youth (Division E) 4x100m Champion</i>	1D	LI HIU LOK
<i>Men's Youth (Division E) 60m 2nd Runner-up</i>		

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Tai Po District Age Group Athletic Meet 2024

Men's Youth (Division E) 100m 1st Runner-up 1D LI HIU LOK
 Men's Youth (Division E) 4x100m Champion
 Men's Youth (Division E) 60m 2nd Runner-up

Hong Kong Volunteer Award

Bronze Award (50-99 volunteer hours)
 2A CHAI TSZ CHIN
 3A MAK YI NA
 5C YU LAI YING
 5D YEUNG YUI KA
 6A NG KA WING

INTERNAL AWARD

Student of the Year

6D LO EV DIFF

Outstanding Service Award

6C LEE KING HIM PAUL

Leader of the Year

5A WONG HO SUM

Outstanding Student Volunteer Leadership Award

4D AU YEUNG CHING

Outstanding Student Awards

<i>The Most Outstanding Student Award</i>	4D AU YEUNG CHING
<i>S.1 Champion</i>	1A CHAN SHUT YAN HANNAH
<i>S.1 Runner-up</i>	1B KWOK HO LONG
<i>S.1 Second runner-up</i>	1C LI CHEUK TUNG
<i>S.2 Champion</i>	2A LIAO TSZ CHING
<i>S.2 Runner-up</i>	2D NG NG A TUNG
<i>S.2 Second runner-up</i>	2A WU XIAN XUAN
<i>S.3 Champion</i>	3C CHEN CANRONG
<i>S.3 Runner-up</i>	3B HUANG YUTONG
<i>S.4 Champion</i>	4D AU YEUNG CHING
<i>S.4 Runner-up</i>	4D HUNG KWONG HIM
<i>S.4 Second runner-up</i>	4C LEUNG YAN YUET
<i>S.5 Champion</i>	5D AU LEONG YIN
<i>S.5 Runner-up</i>	5C CHUNG CHEUK NAM
<i>S.5 Second runner-up</i>	5D DU MIN FE

Competent Leader Award

Gold Award

4B CHAN CHUN BOND	5C FUE KIT WING
4D AU-YEUNG CHING	5C LAM TSZ YAN
5A WONG HO SUM	5D AU LEONG YIN
5A TAI TSZ LAM	5D YEUNG YUI KA
5B NG CHEUK TING	5E HO NOK HEI
5B LEE YUEN YAN	5E LO HOI CHUN
5B LI MEI YEE	5E FOK PAN YU
5C CHUNG CHEUK NAM	5E NG KA HEI

Silver Award

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4A LAM PAK YU
4A LO HEI YAN
4B ZHANG QIHUA
4B FAN PUI SZE

Bronze Award

4A LI WINKIE

4B LI YAN YUNG LISA
4D FUNG KA YEE
5C YU LAI YING
5D MAN WAN YAN

4B WONG TSZ YAN JILIAN

PTA Academic Improvement Award

1A HO YUEN CHI EUSANE
1B GUNG CHI LAM
1D WONG TSZ YUET
2A SITU TSZ HUEN
2A YANG PEARL
2D HO CHIT CHING
3A CHOW HIU CHING
3C DENG SIQI
3D PAK HOI YU

4C LAM CHUN
4C TSUI PO YIN
4D CHAN HO MING
5A WONG HO SUM
5A LEE NOK YIU
5D HUI CHEUK CHI
6B NG KA WAI
6B LIP TSZ YAN
6B HO HIN FUNG

PTA Excellent Student Conduct Award

1A HAU YEE SEN
1B GUNG CHI LAM
1B LIN HOI CHING
1B NG CHEUK KIU
1B WU ZIQI
2A LUN PUI MAN
2B YIN MENG RAN
2C WAN WAI
3A CHEN JINYU
3A CHIU CHI HANG
3A WONG YAT LONG

3A KIMBERLEY TSOI
3A LI CHEUK YIU
3B IP YAN KIU
4C LEUNG YAN YUET
5A WAN LAP HEI
5B CHU WAN CHING
6A CHENG OI LAM
6A CHOW YUI YIN
6C LEUNG KA KIT
6D CHAN WAN CHI
6D KWAN LAI FONG KELLY

Super Class Awards

First Term 1A, 1B, 2A, 2D, 3A, 3B, 4A, 4C, 5A, 5C, 6A, 6D

Second Term 1A, 1B, 2A, 2D, 3A, 3B, 4A, 4B, 5A, 5B

Champion of Inter-house Competition

Red House

ACADEMIC AWARD

S.I

1A CHAN SHUT YAN HANNAH

First in Secondary One
Kowloon Tong Alliance Church Scholarship
First in Class

1A SHIU LONG YIN

Second in Secondary One
Second in Class

1A LUM HO CHUN

First in Geography
Third in Secondary One
Third in Class

1A CHAN PUN HEI

First in Mathematics
Mr. Alan Chan Memorial Mathematics Award
First in Science
First in English Language
Mr. Lawrence Wong English Language Award

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1A	LI HUI YIN	First in English Enrichment
1A	CHENG UEN CHING	First in Around the World
1A	HO YUEN CHI EUSANE	First in Physical Education (Girls)
1B	GUNG CHI LAM	First in Class
1B	NG PUI KA	Second in Class
1B	LIN HOI CHING	Third in Class
1B	WANG WILBERT	First in Physical Education (Boys)
1B	MAO SHIRLEY	First in Visual Arts
1B	ZHANG TSZ CHING	First in Putonghua
1B	YUEN FELICIA TSING YAN	First in Music
1C	MA KAI LUN	First in Class
1C	LI CHEUK TUNG	Second in Class
1C	HO HO FUNG	Third in Class
1C	TSANG KA CHIU	First in Technology and Living
1C	YUEN HONG CHING	First in Citizenship, Economics and Society
1D	CHEN XINYI	First in Class
		First in Chinese Language
		Dr. Kwan Siu Yee Chinese Language Award
		First in Chinese History
1D	HUANG JUNJIE	Second in Class
1D	CHOY WING TUNG	Third in Class
1D	CHAN TSZ FUNG	First in STEAM Education
<u>S.2</u>		
2A	LIAO TSZ CHING	First in Secondary Two
		Kowloon Tong Alliance Church Scholarship
		First in Class
		First in Life and Society
2A	LAU PAK YIN MARS	Second in Secondary Two
		Second in Class
		First in Geography
2A	TSENG ALAN	Third in Secondary Two
		Third in Class
2A	CHEUNG PAK KIU	First in STEAM Education
2A	HUI CHUN LONG	First in Science
2A	LO SHUN LAP	First in Mathematics
		Mr. Alan Chan Memorial Mathematics Award
2A	CHAN SUM YIN	First in Life and Society
2A	KWONG YIN CHI	First in English Language
		Mr. Lawrence Wong English Language Award
2A	NG CHEUK LAM	First in Integrated Performing Arts
2B	YU GON XIONG	First in Class
		First in Chinese History
2B	LEUNG CHUN KWAN HAYDEN	Second in Class
2B	CHUNG HOI CHING	Third in Class
		First in Around the World
2B	LAM WANG YIP	First in English Enrichment
2B	NG ZI LING	First in Physical Education (Girls)
2B	YIN MENG RAN	First in Putonghua
2C	TSE HO LAM	First in Class

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2C	WAN CHEUK TING MARCUS	Second in Class
2C	HO CHUNG TAI	Third in Class
2C	LAU HIN CHUNG	First in Physical Education (Boys)
2D	HO CHIT CHING	First in Class
2D	SIU CHI WING DICKY	Second in Class
2D	NG NGA TUNG	Third in Class
		First in Chinese Language
		Dr. Kwan Siu Yee Chinese Language Award
		First in Technology and Living
 <u>S.3</u>		
3A	CHEN JINYU	First in Secondary Three
		Kowloon Tong Alliance Church Scholarship
		First in Class
		First in Mathematics
		Mr. Alan Chan Memorial Mathematics Award
		First in Geography
3A	WONG YAT LONG	Second in Secondary Three
		Second in Class
		First in Life and Society (Resources and Economic Activities)
		First in Financial Literacy (SB Curriculum)
		First in Science
		Mr. Alan Chan Memorial Science Award
3A	SIU PUI CHI	Third in Secondary Three
		Third in Class
		First in Junior Secondary Science (Biology)
		First in English Language
		Mr. Lawrence Wong English Language Award
3A	CHIU CHI HANG	First in Junior Secondary Science (Physics)
		First in STEAM Ed (STEAM)
3A	LAU CHEUK MAN	First in Junior Secondary Science (Chemistry)
		First in Physical Education (Boys)
3A	FUNG WING YAN	First in Physical Education (Girls)
3A	LI CHEUK YIU	First in Chinese Language
		Dr. Kwan Siu Yee Chinese Language Award
3A	TSE ESLI	First in Music
3A	CHAN TING HIM	First in Chinese History
		First in Life and Society
3B	HUANG YUTONG	First in Class
3B	SO KA HEI	Second in Class
3B	ZHENG YUFEI	Third in Class
3B	CHENG CHEUK YIN	First in English Enrichment
3B	ZHU KAI KEI	First in Visual Arts
3C	CHEN CANRONG	First in Class
3C	WANG ZHI WEI	Second in Class
3C	LEE YI YU	Third in Class
3D	PAK HOI YU	First in Class
3D	TSUI WAI LAM	Second in Class
3D	LI KIN LAM	Third in Class
3D	ZHANG LOK YI	First in Technology and Living

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S.4

4A	MA YIU SING	First in Secondary Four Kowloon Tong Alliance Church Scholarship First in Class First in Chemistry First in Physics First in Citizenship and Social Development First in Economics
4A	WAN NOK HEI	Second in Class First in Mathematics (Compulsory Part) Mr. Alan Chan Memorial Mathematics Award First in Mathematics (Extended part - Module 2) First in Physics First in Chemistry
4A	LIU MING HIM	Third in Class
4A	JIAO HONG YE	First in Science Mr. Alan Chan Memorial Science Award First in Biology
4A	WONG NOK YIN CALEB	First in Mathematics (Extended part - Module 1)
4B	CHAN LOK YEE	First in Class First in Business, Accounting & Financial Studies
4B	CHONG TSZ YUET	Second in Class
4B	LI YAN YUNG LISA	Third in Class First in Geography
4B	LEUNG CHEUK LOK	First in Health Management and Social Care
4B	LIU LOK HIM	First in Information & Communication Technology
4B	ZHANG QIHUA	First in Physical Education (Boys)
4B	WU LI YI	First in Physical Education (Girls)
4B	YIP CHEUK LING	First in English Language Mr. Lawrence Wong English Language Award
4C	LAU TSZ KWAN EUNICE	First in Class
4C	LEUNG YAN YUET	Second in Class
4C	MA HO TING	Third in Class
4C	CHAU YUI KI	First in Visual Arts
4D	CHAN LAU KWAN	First in Class First in Chinese Language Dr. Kwan Siu Yee Chinese Language Award First in Chinese Literature First in Ethics and Religious Studies
4D	CHAN KAI YU	Second in Class
4D	ZHOU RYAN	Third in Class First in Chinese History
4D	HUNG KWONG HIM	First in Physical Education

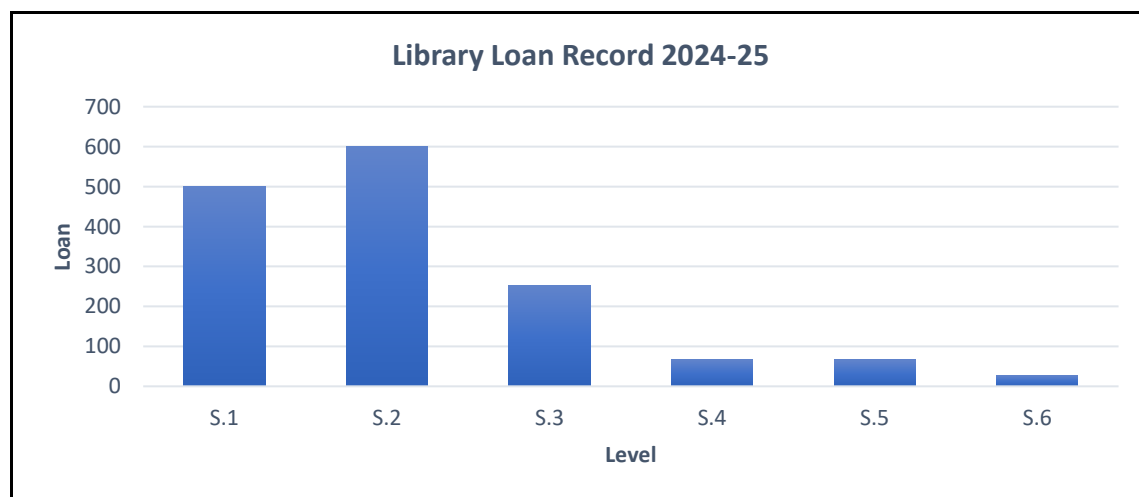
S.5

5A	LEE HOI HIM	First in Secondary Five Kowloon Tong Alliance Church Scholarship First in Class First in English Language Mr. Lawrence Wong English Language Award
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5A	LEUNG YIK SHING	First in Mathematics (Extended Part - Module 2) Second in Class First in Mathematics (Compulsory Part) Mr. Alan Chan Memorial Mathematics Award First in Physics First in Chemistry
5A	MA WILSON	Third in Class First in Economics First in Chinese Language Dr. Kwan Siu Yee Chinese Language Award First in Citizenship and Social Development First in Information & Communication Technology First in Science Mr. Alan Chan Memorial Science Award
5A	ZHU QIANWEN	First in Physical Education (Girls)
5A	TAI TSZ LAM	First in Class
5A	YEUNG HOI YAN	Second in Class
5B	YAU CHING TONG	Third in Class
5B	LI HON YU	First in Class
5B	LI MEI YEE	First in Biology
5C	YU LAI YING	First in Geography Second in Class First in Geography
5C	YAU KAI SHUN	Third in Class
5C	LIU HUI TUNG	First in Physical Education (Girls)
5C	FUE KIT WING	First in Class
5D	TSUI KA YAU	First in Business, Accounting & Financial Studies Second in Class First in Chinese History
5D	HUI CHEUK CHI	Third in Class
5D	AU LEONG YIN	First in Visual Arts
5D	DENG SZE MAN	First in Chinese Literature
5D	HAN PO HUEN	First in Physical Education
5D	YEUNG YUI KA	First in Class
5E	LAM TSZ CHING	First in Health Management and Social Care Second in Class Third in Class
5E	CHAN CHEUK YEE CHERRY	First in Physical Education (Boys)
5E	NG KA HEI	First in Ethics and Religious Studies
5E	CHU MING YIN ISSAC	
5E	FOK PAN YU	
<u>S.6</u>		
6A	WOO CHI TO	First in Class First in Physics First in Chemistry
6A	WONG WAI YUEN	Second in Class First in Mathematics (Compulsory Part) Mr. Alan Chan Memorial Mathematics Award
6A	YEUNG WING HEI	Third in Class First in Mathematics (Extended Part – Module 2)

6A	AU SHUN MONG PACO	First in Chemistry
6A	LAM KA MING	First in Information & Communication Technology
		First in Biology
6A	CHAN LOK YIN	First in Physical Education (Boys)
6A	CHOW YUI YIN	First in Physical Education (Girls)
		First in English Language
		Mr. Lawrence Wong English Language Award
		First in Citizenship and Social Development
6B	LIP TSZ YAN	First in Class
		First in English Language
		Mr. Lawrence Wong English Language Award
		First in Business, Accounting & Financial Studies
		First in Economics
6B	CHU PUI HEI PIERRE	Second in Class
6B	LO TSZ FUNG MARCUS	Third in Class
		First in Geography
6B	NG TSZ FUNG	First in Information & Communication Technology
6B	TANG KWOK KEUNG	First in Biblical Knowledge
6C	LEUNG KA KIT	First in Class
		First in Chemistry
		First in Geography
6C	HUI WAI KI	Second in Class
6C	TANG MAN HEI	Third in Class
6C	LAU SZE LAAM	First in Visual Arts (HKDSE)
6D	LO EV DIFF	First in Class
		First in Chinese Language
		Dr. Kwan Siu Yee Chinese Language Award
		First in Ethics and Religious Studies (HKDSE)
6D	WONG TSZ HO	Second in Class
6D	CHAN WAN CHI	Third in Class
		First in Chinese History
		First in Chinese Literature

D. Students' Reading Habit



VI. FINANCIAL SUMMARY

Financial Summary 2024-25

Not yet audited

	Bal b/d (\$)	Income(\$)	Expenditure(\$)	Bal c/d (\$)
I. Government Funds				
1. EOEBG				
A. School Specific				
- Administration Grant/Revised Administration Grant		4,524,246.00	4,435,770.25	
- Air-conditioning Grant		720,891.24	427,514.95	
- Composite Information Technology Grant	2,873,226.14	585,308.00	472,898.50	3,316,937.05
- Capacity Enhancement Grant		676,944.00	674,550.00	
- School Base Management Top Up Grant		53,385.00	49,000.00	
- School-based Speech Therapy Administration Recurrent Grant		8,541.00	8,541.00	
B. Non-School Specific (Baseline Reference)		2,433,276.63	2,490,606.26	
<i>EOEBG Sub-total</i>		9,002,591.87	8,558,880.96	
2. Teacher Relief Grant	1,275,359.95	5,938,452.00	6,760,548.18	453,263.77
3. Grant Outside EOEBG				
- Committee on Home-School Co-operation Project	1,387.34	26,044.00	21,701.00	5,730.34
- Cash Grant for School-based After-school Learning and Support Programmes	140,786.90	66,800.00	149,071.00	58,515.90
- Learning Support Grant	246,276.72	700,160.00	778,150.57	168,286.15
- Diversity Learning Grant : Applied Learning Course	0.00	312,755.00	312,755.00	0.00
- Diversity Learning Grant : Other Programmes	54,319.10	28,000.00	60,920.00	21,399.10
- Fractional Post Cash Grant	139,940.00	169,864.00	275,101.96	34,702.04
- Hong Kong Drama Festival	7,000.00			7,000.00
- Information Technology Staffing Support Grant	179,014.87	338,819.00	503,090.00	14,743.87
- Grant for the Sister School Scheme	143,978.47	165,439.00	169,899.27	139,518.20
- Promotion of Reading Grant	51,015.37	77,205.00	100,795.40	27,424.97
- Life-wide Learning Grant	781,080.59	1,281,254.00	1,213,349.13	848,985.46
- Provision of One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development	90,613.50	0.00	90,613.50	0.00
- One-off Grant for Mental Health at School	45,800.79	0.00	45,800.79	0.00
- One-off Grant for Mental Health of Parents and Students	20,000.00	0.00	20,000.00	0.00
- One-off Grant on Parent Education	200,000.00	0.00	13,108.00	186,892.00
- One-off Grant for Promotion of Chinese Culture Immersion Activities	300,000.00	0.00	0.00	300,000.00
- One off Grant for Promotion of a Sports Ambience	53,300.00	0.00	53,300.00	0.00
- Student Activities Support Grant		99,450.00	99,450.00	0.00
- Non-Chinese Speaking Student Grant		159,041.00	77,394.79	81,646.21
- Promotion of Chinese Culture Grant		300,000.00	0.00	300,000.00
- QEF eLearning Funding Programme		146,436.00	146,436.00	0.00
- School-based Support Scheme for New Arrived Children		18,408.00	771.00	17,637.00
- Pilot Scheme on Other Language		250,000.00	0.00	250,000.00
- Promotion of Self-directed Language Learning Grant		40,000.00	0.00	40,000.00
<i>Government Fund Sub-total</i>	6,603,099.74	19,120,718.87	19,451,136.55	6,272,682.06
II. Schools Funds (General Funds)				
1. Subscriptions	2,470,121.92	665,647.06	1,074,529.98	2,061,239.00
2. Approved Collection for Specific Purpose				
- Air-conditioning	239,045.75	0.00	0.00	239,045.75
- Other Purposes	331,296.10	649,212.60	437,798.42	542,710.28
3. Others		755,647.06	1,074,529.98	-318,882.92
<i>School Fund Sub-total</i>	3,040,463.77	2,070,506.72	2,586,858.38	2,524,112.11
Grant Total	9,643,563.51	21,191,225.59	22,037,994.93	8,796,794.17

The individual reports of the Government Fund are available for review on the official school website.

VII. FEEDBACK ON FUTURE PLANNING

With the dawn of the 2025-26 academic year, we stand united in our commitment to the holistic development of our students, ensuring they excel academically and thrive in all aspects of life. This year, we will focus on three key areas essential for fostering an inclusive and vibrant school culture. Through collaboration and a shared vision, we will inspire our students, enrich their learning experiences, and support our educators, setting the stage for a remarkable year ahead filled with growth, discovery, and achievement.

Major Concern 1: Love and Care for One Another 愛人愛己、體現善美

As we embark on this new academic year, we are thrilled to advance our Seven Well Habits initiatives, empowering students to embrace healthy lifestyles and cultivate a profound sense of compassion for themselves and others. Through engaging activities grounded in Faith, Hope, and Love, we aspire to create a nurturing environment that fosters not only academic excellence but also the emotional and spiritual well-being of every student. In this spirit, our school community is dedicated to cultivating a vibrant, supportive atmosphere where each student feels genuinely valued and inspired to thrive.

Major Concern 2: Be a Wise Learner 志慮忠純、學思並重

In the coming year, we are dedicated to elevating our academic culture and igniting a passion for lifelong learning. By crafting dynamic and engaging experiences that spark curiosity, we empower students to embrace ownership of their education and inspire active participation in their academic journeys. Our innovative teaching methods will thoughtfully cater to diverse learning needs, ensuring that every student receives the support necessary to thrive. This environment will cultivate a seamless blend of exploration and excellence, equipping students to confidently navigate the complexities of a rapidly evolving future.

Major Concern 3: Be a Good Steward 同心同德、專業合一

In our pursuit of excellence, we recognise the pivotal role educators play in shaping our students' futures. We are committed to empowering teachers through comprehensive professional development and collaboration, fostering a culture of growth and reflection. By implementing Learning Circles and embracing a "One School" ethos, we will cultivate a supportive environment that inspires innovation and teamwork. We will also enhance our facilities to create an enriching learning space that aligns with our educational aspirations, providing the resources and technology necessary for modern learning and future success.

Aim high, reach higher 心志更堅、砥礪向前 – With steadfast determination, let us embrace our responsibility to provide students with the highest quality Christian education, sustaining our cherished legacy of academic excellence while nurturing well-rounded, purpose-driven individuals. The future beckons us – let us rise together, uplift one another, and shine brightly as we strive for new heights of achievement and collective fulfillment!