Maryknoll Fathers' School
School Report

2025/26

(1) Our School

School Mission

The school adopts a Whole School Approach to promote the holistic development of our students, tailored to their individual interests and abilities, and guided by Christian values of charity and service. Our aim is to nurture students' growth across moral, intellectual, physical, social, aesthetical, and spiritual dimensions.

School Vision

School Motto: **TRUTH** and **LOYALTY**
To pursue wisdom and honesty in our search for knowledge. To be loyal and faithful to our country, our society, our family and our school.

Basic Information

Supervisor	Ms. Agnes Garman Yeh (2016-2026)
Principal	Ms. Sung Hoi Yan (2023-2026)
School Type	Aided
Student Gender	Co-ed
Year of Commencement of Operation	1957
School Sponsoring Body	The Catholic Diocese of Hong Kong
Religion	Catholicism

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language; Chinese History; Putonghua; Ethics & Religious Education; Physical Education; Visual Arts
	English as the Medium of Instruction	English Language; Mathematics; Integrated Science
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Citizenship, Economics and Society; Computer Literacy; Geography; History; Music (S.1-S.2); Elementary Business Management (S.3)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese Language; Chinese History; Ethics & Religious Education; Physical Education; Offered by external organizations: Design and Applied Technology; Music; Visual Arts; Applied Learning (S.5-S.6)
	English as the Medium of Instruction	English Language; Mathematics (Compulsory Part and Extended Part: Module 2); Biology; Business, Accounting and Financial

		Studies; Chemistry; Economics; Geography; History; Information and Communication Technology; Physics
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Citizenship and Social Development; Offered by external organizations: Japanese; French; Korean; Spanish

Class Structure in the 2025/2026 School Year

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4

School's Major Concerns (2024-2027)

1	Cater for learners' diversity – the whole school works together to enable students of all abilities to learn with enhanced motivation and confidence, so as to achieve academic growth.
2	With reference to a comprehensive school-based Whole Person Development Framework in accordance with Catholic values, parents & teachers join together to nurture students to be all-round individuals with appropriate values, attributes and skills, with special focuses on resilience, perseverance, emotional stability & leadership
3	Foster a more positive school culture with focuses on work relationship among staff and relationship with parents and alumni

Learning and Teaching Plan in the 2025/2026 School Year

1. Whole-school Language Policy:

English serves as the principal Medium of Instruction (MOI) across our academic curriculum and co-curricular campus life. All formal occasions, official notices, and daily announcements are delivered in English, establishing a rich, natural immersion environment. To facilitate a smooth transition from primary to secondary education, selected junior secondary classes implement an "allocation of time to subjects" framework, delivering specific subjects in Chinese. Small-class teaching in languages is implemented to offer individualized guidance and optimize learning efficacy. Meanwhile, our Language across the Curriculum (LAC) team actively reinforces content-based language skills, ensuring students navigate English-medium learning with confidence, especially when bridging from P.6 to S.1 and progressing from S.3 to S.4. Beyond the formal syllabus, authentic language acquisition is reinforced through experiential daily activities and specialized enrichment, including public speaking, drama, and debate training.

2. Learning and Teaching Strategies:

1. Learning and Teaching: We focus on addressing learner diversity by emphasizing subject-based learning strategies and skills. Assignments are designed to support varied learning experiences. Our approach centers on student-focused, small-class teaching, collaborative learning, and the integration of e-learning and AI advancements to enhance effectiveness.
2. Junior Secondary After-School Consolidation Program: After each assessment, consolidation courses in Chinese, English, and Mathematics are offered to help students build a solid foundation and prepare early for the DSE.
3. Gifted Education: We have established a talent pool to help students realize their potential through participation in special programs, such as science research or English drama.

3. School-based Curriculum:

1. Electives: 3X and 4X.
2. Curriculum highlights: The school-based curriculum is tailored to support each student's unique ability. S.1 and S.2 students are grouped according to their English proficiency for English lessons and taught in small groups that enhance interaction between teachers and students. To strengthen support for gifted students, the school offers elite courses to help students to develop their potential.

4. Major Renewed Emphases in the School Curriculum:

1. Promote Self-regulated Learning: Encourage students to set goals and plans, and effectively utilize subject-based learning strategies to take control of their own learning process.
2. School-Based Whole-Person Development Framework: A comprehensive six-year school-based whole-person development framework is established to help students acquire essential values and skills for the future society, while recognizing and appreciating Catholic values.
3. Interdisciplinary Collaborative Experiential Learning: The junior secondary curriculum emphasizes STREAM, integrating Science, Technology, Research, Engineering, Arts, and Mathematics to apply knowledge to real-life situations.
4. Emphasis on Digital Education in Curriculum: Computational thinking, artificial intelligence, and digital ethics are systematically infused into the curriculum to nurture innovation, critical thinking, and future-ready capabilities.
5. National, Moral, and Civic Education: The school promotes life education aimed at character building, including education on the Basic Law and the National Security Law.

5. Measures to Provide Adaptation for Learning and Assessment

1. Continuous Assessment: The school designs assignments, quizzes, and tests at different levels aligned with teaching progress to encourage students to regularly review and reflect on their individual learning journey.
2. Challenging Questions in Junior Secondary Exams: Exams for junior secondary students include challenging questions
aimed at identifying students' diverse learning needs.
3. Biannual Assessments and Examinations: After each assessment, we conduct performance analysis and track data to enhance teaching approaches and improve learning effectiveness

Student Support in the 2025/2026 School Year

1. School-based Student Whole-Person Development Framework

Grounded in Catholic values and tailored to secondary school development, our Student Whole-Person Development (SWPD) Framework provides a coherent, six-year developmental continuum that empowering student minds to navigate future challenges with moral integrity, resilience and perseverance, and to nurture every student into an agile, compassionate, and resilient leader.

Six core focus programmes, each purposefully aligned with the unique developmental theme of each year level:

	Theme	Core Focus Programme
S1	Unleash full potential with gratitude 感恩自律 善用恩寵	Unleash full potential: OLE Programme
S2	Care for the poor with new initiatives 關愛鄰人 勇於創新	STREAMpathy: Merging Science, Service, and Care for the Community
S3	Pioneer with creative fidelity 推己及人 承先啟後	Pathways & Prospects Programme
S4	Serve humbly with strategic plans 僕人領導 機智侍民	Initiative for the Marginalized
S5	Actualize one's vocation with global vision 回應召叫 放眼世界	From Classroom to Faculty: The Institutional Research & Shadowing Project
S6	Pursue excellence with perseverance 追求卓越 砥礪前行	Unified effort to scaffolding and mentoring F.6 students through their final lap toward DSE excellence

2. Life Planning Education

The school is committed to helping students understand their interests, abilities, and career pathways, providing them with a broader and deeper understanding of further education and employment opportunities. In addition to regularly inviting representatives from various professions to share their experiences and insights, we have developed a comprehensive six-year guidance program tailored to students at different levels:

S.1: "Understanding Myself" – Introduction to career planning through class teacher lessons and other learning experiences

S.2: "Exploring Different Professions and Potentials"

S.3: "Subject Selection Guidance" – Assisting students in making informed subject choices.
S.4: "Facing the Future, Understanding Myself" – Workshops conducted in collaboration with external career planning organizations to help students position themselves for future studies.
S.5: " From Classroom to Faculty: The Institutional Research & Shadowing Project " – Continued workshops and activities to broaden students' career perspectives.
S.6: "Soaring High" – Co-hosting seminars and mock interview workshops with external career planning organizations, arranging alumni sharing sessions on subject selection, and providing individual consultations for students.

3. Whole School Approach to Integrated Education

In accordance with the Education Bureau's "Three-Tier Support Model" and "Whole-School Participation" approach, the school is committed to addressing the needs of students with special educational needs ("SEN"). We strive to create an inclusive culture by supporting these students through a whole-school participation model. The Student Support Team, led by a senior teacher serving as the Special Educational Needs Coordinator ("SENCO"), includes the SEN Coordinator, Special Educational Needs Support Teachers, and Teaching Assistants. This team coordinates the provision of appropriate examination arrangements, develops tailored Individual Education Plans ("IEP"s), deploys additional teaching assistants, and utilizes the Learning Support Grant to purchase professional services to cater to students' special needs.

4. Education Support for Non-Chinese Speaking (NCS) Students

The school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; and organizing activities to create an inclusive learning environment in the school.

5. Life-wide Learning

Diverse Development: Students have the opportunity to join any of the school's 28 co-curricular activity groups, which include religion, academic, interest, service, and uniformed teams. These activities nurture holistic development by cultivating students' interests, teaching valuable skills, and enhancing social interactions, a sense of responsibility, and teamwork. S.1 students are encouraged to participate in specially designed programs during Other Learning Experiences ("OLE") lessons, such as learning a musical instrument, engaging in sports, exploring visual arts, dance, science and technology, or taking foreign language courses.
Leadership Skills: Students develop leadership by participating in the Student Union, house teams, prefect team, and by serving as peer counsellors, student ambassadors, academic prefects, and librarians. These roles help them learn collaboration, problem-solving, resilience, confidence building, and effective communication.
Other Major Activities: The school offers a range of events such as Life-wide Learning Day, Countryside Learning Day, Sister School Exchange Program, Fun Fair Day, Overseas

Excursions, Athletic Meets, Singing Competitions, and various Camps to enrich students' learning experiences beyond the classroom, etc.

School Facilities in the 2025/2026 School Year

School hall, Chapel, 24 classrooms, 8 small group teaching rooms, multimedia language learning room, computer room, STREAM laboratory, Spiritual Corner, physics laboratory, chemistry laboratory, biology laboratory, two IT workshops, visual arts room, two integrated science laboratories, geography room, two music rooms, library, study room, student activity room, campus television station, English corner, Multipurpose Study Room, print room, dance room, Student Union and four houses room, two basketball courts, small football field, fitness center, counselling room, two social work rooms, conference room, Parent-Teacher Association room, tuck shop, medical room, garden, and student recreation areas.

Changing rooms are equipped with solar water heaters. Drinking fountains are installed throughout the campus. Optical fiber networks and interactive electronic whiteboards are installed in all classrooms. Wireless network covers the entire school, and campus TV is broadcast digitally.

Teacher Profile & Professional Qualifications

- Total Number of Teaching Staff: 56 (including Principal and 3 Vice Principals)

Indicator	Category	Percentage (%)
Professional Training	(PGDE / PCEd / Teacher's Certificate)	94.6%
Academic Qualifications	Bachelor's Degree	100%
	Master's Degree or above	46.4%

(2) Achievements and Reflection on Major Concerns; Feedback and Follow-up

- **Major Concern 1**

Achievements

1.1 Teachers have a good understanding of the causes of and strategies to handle learners' diversity (LD) & apply them effectively in classrooms to address students' diverse learning needs.

- **Curriculum & Lesson Design** - Schemes of Work adjusted by subject panels to fine-tune expected learning outcomes and evaluation methods. Learning packages developed and uploaded to the common drive via collaborative lesson planning.
- **Differentiated Instruction** - Teachers systematically applied tiered tasks, flexible grouping, and scaffolded questioning. 85% of teachers frequently arranged diverse learning activities inside/outside classrooms; 96% asked multi-level questions to inspire thinking (SHS data). Teachers' self-evaluation on teaching showed a clear upward trend (3.9 in 2023 ➔ 4.1 in 2024 ➔ 4.2 in 2025).
- **Lesson Observation & Peer Sharing** - A new structured lesson observation form highlighting CLD (Catering for Learner Diversity) was developed and implemented. Over 97% of teachers gained a better understanding of designing effective lessons for learner diversity. Over 80% of teachers completed peer observations tailored for learner diversity, witnessing these strategies in action at least twice.
- **Student Engagement** - 93% of teachers agreed students participated actively in lessons using the new learning packages. 95% of students agreed they participate actively during lessons (Year-end Student Survey).
- **Professional Development** - 93% of teachers expressed satisfaction with the SPD Day, finding the shared strategies helpful (particularly praising the micro-teaching session).

1.2 With target support measures, students across all ability levels achieve significant progress in their academic performance.

- **Academic Enhancement Project** - Tiered support implemented across junior and senior forms, including elite training, study groups, consolidation classes, and differentiated tasks. 94% of students agreed they participated actively in every lesson (Year-end Student Survey), establishing a positive classroom learning atmosphere.
- **Support for High-Potential Students** - Systematic identification of high-potential F.4 – F.6 students for targeted academic, psychological, and enrichment support. Tailored academic stretching implemented via intensive skills training (essay writing, DBQ, problem-solving for 5/5★ questions) and individualized mentoring. 89% of senior students agreed that after-school extra lessons helped them learn better. 93% of senior students agreed Career Day boosted career aspirations and developed a growth mindset. Over 93% of F.5 students

reported that career activities better prepared them psychologically for JUPAS and reduced anxiety. Over 91% of F.3 students agreed the Elective Subjects Showcase helped them understand career pathways and reduced academic pressure.

- **Support for Less Academically Able Students** - Structured GAP support classes and "陪着你走" (Walking with You) post-test/exam consolidation classes successfully replaced traditional retention practices. 76% of students (and 75% of less-able students) agreed that post-assessment consolidation classes helped them learn better. 82% of less-able students agreed that after-school extra lessons helped them learn more effectively. 86% of less-able students felt more confident in their learning after attending OLE workshops/activities. 91% of less-able students felt they participated actively in every lesson, and 60% tried their best to overcome learning difficulties.

1.3 Students are well-equipped with relevant learning & thinking skills and nurtured with positive learning habits & attitude, enabling them to engage in learning with greater readiness and higher motivation.

- **WPD Framework** - Subject departments aligned their learning skills frameworks with the refined WPD framework. Systematic integration of note-taking, AI self-correction, goal setting, thinking tools, and SRL skills (such as attribution and rehearsal) was documented in vertical plans, teacher handbooks, and schemes of work.
- **Learning Skills Workshops** - More than 83% of students agreed that the study skills learned in the OLE workshops are applicable to their learning (exceeding the 80% target). 85% of F.1, F.2, and F.5 students reported that the workshops enhanced their overall confidence in learning. Service-learning activities (such as the Home for the Aged visit) were successfully integrated with pre- and post-debriefing sessions to develop practical, real-world skills.
- **IT & AI Skills Integration** - School-based AI Policy was successfully implemented, with each subject department incorporating specific AI guidelines into their learning tasks in accordance with the L&T Committee. 88% of students found the IT skills learned (including writing prompts for AI learning) highly applicable to their study. 100% of participating Chinese teachers and 75% of students found workshops on AI-driven essay optimization highly meaningful and applicable.

1.4 Assessment data are analyzed to feedback on the effectiveness of teaching strategies for further improvement.

- **Assessment Data Analysis (ADA)** - ADA Team effectively analyzed both internal exams and DSE public examination data to accurately identify learning gaps. Moving beyond mere data collection, the team successfully provided targeted remedial measures and constructive recommendations to subject departments.
- **Subject Departments' Application of Data** - Teachers effectively translated data insights

into classroom practice (e.g., explicitly focusing on Data Response Question skills and targeted examination skills for public examination). Over 97% of teachers utilized internal assessment data to refine their instructional strategies (exceeding the 90% target). 93% of teachers leveraged public examination data to guide and optimize their teaching (exceeding the 90% target).

Reflection

1.1 Teachers have a good understanding of the causes of and strategies to handle learners' diversity (LD) & apply them effectively in classrooms to address students' diverse learning needs.

- Subject panels need to set clearer, measurable learning outcomes for varying abilities and refine tiered assessment design. Some panels must ensure full teacher participation in collaborative lesson planning earlier in the year and ensure consistent annotations for learner diversity.
- Peer observations should be arranged earlier for timely follow-up. Observations need to be more systematic, evidence-based, and focused on student impact. Pedagogical sharing on SPD Day and from external training needs to be systematically documented rather than ad-hoc, with more active participation from junior staff.

1.2 With target support measures, students across all ability levels achieve significant progress in their academic performance.

- About half of the high-potential students in the SHS demonstrated low enjoyment and a lack of learning confidence. Support at F.4–F.5 must be strengthened. Holistic coaching in resilience, self-regulated learning (SRL), and exam skills is required to sustain excellence. Support for less-able student needs clear entry criteria, diverse strategies, and a sharper focus on specific skills. Scheduling constraints must be resolved to reduce student and teacher workload. Functional groups must intensify interventions for unmotivated F.3–F.5 low achievers through targeted growth mindset workshops and peer mentoring.

1.3 Students are well-equipped with relevant learning & thinking skills and nurtured with positive learning habits & attitude, enabling them to engage in learning with greater readiness and higher motivation.

- Clearer progression maps are needed to embed WPD skills across all levels, particularly in senior forms. Students need motivation to create self-notes and practice past papers systematically. Student learning skills workshops should be regularized and run systematically rather than as isolated, incident-based events. IT/AI workshops require more consistent teacher training to address varying technical proficiencies and to expand AI integration beyond trial phases. Targeted IT support must be provided to lower-achieving students to ensure usability.

1.4 Assessment data are analyzed to feedback on the effectiveness of teaching strategies for further improvement.

- Some subject departments exhibit weaker data analysis capabilities, preventing them from

effectively translating assessment data into concrete, revised teaching strategies.

Feedback and Follow-up

1.1 Teachers have a good understanding of the causes of and strategies to handle learners' diversity (LD) & apply them effectively in classrooms to address students' diverse learning needs.

- Subject panels should further strengthen teachers' understanding of the causes of learners' diversity (LD) and equip them with effective LD strategies for classroom application. Panels should collaboratively refine schemes of work, develop differentiated exemplar tasks, and use assessment data to adjust teaching practices. Clearer learning outcomes, stronger panel moderation, and shared documentation should ensure consistent implementation of differentiated learning across subjects. All teachers should engage in collaborative lesson planning, complete learning packages, and clearly annotate LD adjustments in lesson materials. Teachers should integrate digital tools to enhance student participation and expand tiered assignments in both lessons and assessments. Cross-panel lesson studies, peer observations, and structured sharing sessions should strengthen reflection and build capacity in addressing diverse learning needs. Lesson observations should incorporate reflective dialogue focused on LD strategies. AI-integrated lesson studies should continue, with data collection to evaluate impact on addressing learner diversity. Senior teachers should mentor juniors in LD-focused lesson planning. Time should be allocated for observation preparation, post-observation reflection, and sharing. A shared repository of pedagogical exemplars and LD reflections should be developed. Regular meetings should further strengthen communication and follow-up on LD-focused collaborative exchanges.

1.2 With target support measures, students across all ability levels achieve significant progress in their academic performance.

- Subject panels should implement targeted support measures so that students across all ability levels achieve significant academic progress. Panels should refine strategies with targeted remedial and elite training and closer progress monitoring especially for the senior form students. Individualised mentoring, star-buddy support, summer training, and language scaffolding should be strengthened to sustain top-tier achievement. Measures should build student confidence through scaffolded tasks, low-stakes success opportunities, and specific positive feedback. Regular elite classes, SRL workshops, and advanced strategy training will boost motivation for high achievers. Targeted small-group tutorials should use diagnostic assessments for personalised planning for revision. Frequent academic data analysis, pre-/post-assessments, and student feedback should enable timely instructional adjustments to support progress. Incentives and refined grouping may boost motivation and attendance across ability levels. Targeted workshops, peer mentoring, and SRL activities for low achievers will improve learning attitudes and ensure less able students make significant

progress.

1.3 Students are well-equipped with relevant learning & thinking skills and nurtured with positive learning habits & attitude, enabling them to engage in learning with greater readiness and higher motivation.

- To nurture positive learning habits and a growth mindset, functional groups and panels must collaborate on whole-school approach and form-based progression plans. Low-achievers will receive targeted support through workshops, peer mentoring, and differentiated IT scaffolding to build confidence. Self-regulated learning will be embedded across levels using AI self-correction tools and explicit routines to boost student ownership in learning. To reinforce habits, workshop skills must be systematically integrated into assignments alongside post-activity reflection cycles. Additionally, F.2 service learning should be regularised and refined through data-driven surveys. Ultimately, continuous teacher training and a clear AI policy will ensure consistent skill integration, driving higher student motivation and readiness.

1.4 Assessment data are analyzed to feedback on the effectiveness of teaching strategies for further improvement.

- To ensure assessment data are analyzed to feedback on the effectiveness of teaching strategies for further improvement, ADAT should track enhancement class performance for teachers' insights and provide targeted data consultation sessions for subject departments on the use of data to inform teaching strategies. Teachers should be empowered through training on data literacy and structured PIE cycles. By aligning targeted motivation strategies, tailored materials, and focused discussions, departments will be able to directly link data to pedagogies, creating a continuous loop for effectively refining teaching practices.

- **Major Concern 2**

Achievements

2.1 Students are cognizant with the framework. They understand the rationale behind and pledge to try their best to live out the values.

2.1.1 Staff Alignment & Framework Promotion

- A comprehensive sharing session at the First Staff Meeting successfully aligned all teachers - especially newly recruited staff - with the refined Student Whole-Person Development (SWPD) Framework, form-based themes, and implementation planning checklists.
- 100% of teachers demonstrated a thorough understanding of the Student Whole-Person Development (SWPD) Framework, and 100% of Functional Committee Heads affirmed increased confidence in designing and delivering meaningful programmes to foster students' holistic growth. (Year-end Teacher Survey) (exceeding the 95% target).

2.1.2 Student Induction & Form-Based Thematic Delivery

- Form-based themes were consistently reinforced school-wide via high-visibility digital touchpoints (front door LED display, staff room monitors, and classroom screens) to maintain ongoing daily awareness.
- Specialized Form Meetings led by the Vice Principal and Functional Committee Heads during the first week's OLE sessions provided students with clear roadmaps, grade-specific values/competencies goals, and a shared call to proactive participation.
- Feedback from activity debriefings showed that 100% of students expressed a solid understanding of the SWPD Framework (Student Survey; exceeding the 95% target).
- Over 80% of students recognized the direct alignment and connection between their form-based themes and the full range of activities (talks, workshops, service learning, and outings, etc.), making their learning purposeful, cohesive and relatable.

2.1.3 Structured Goal-Setting & Cross-Functional Collaboration

- The school implemented a structured goal-setting process with reference to the SWDP Framework and a collaborative support network to foster student development throughout the session. At the commencement of the term, a dedicated Form Meeting was conducted to coordinate and compile essential materials, providing class teachers with the necessary tools to guide students in establishing clear class and individual targets. This was formalized through Goal Setting OLE lessons held in September, followed by a Half-Yearly Evaluation (HYE) review between January and February to monitor progress.
- Students set feasible and meaningful goals that align their respective form's theme and individual student profile, with the school's theme for the year.
- Cross-disciplinary synergy was reinforced through active collaboration among all Functional Committees, supported by extra documented case meetings for targeted Forms to address emergent issues and individual developmental needs (e.g., F.3 in October; F.1 in November and February).
- 88.4% teachers affirmed that Form Meetings were highly useful and provided clear, actionable guidance for steering student goal-setting and resolving Form-specific behavioral challenges (Year-end Teacher Survey) (exceeding the 85% target).

2.1.4 Commitment Pledges & Preliminary Elite Pool Diagnostics

- To foster a sense of commitment and unity, both class and individual pledges were prominently displayed in classrooms through creative board decorations and custom banner

designs. This visual integration served as a daily reminder of the students' goals and shared values, creating a supportive and inspiring learning environment that reinforced positive behaviours throughout the year.

- A preliminary "Pool of Elite" was established to identify student trends and activity preferences across forms and classes; for instance, diagnostic data indicating that Form 2 students lacked adequate physical and communicative outlets prompted the successful arrangement of a targeted post-examination Form 2 Sports Programme.

2.2 Students are equipped with the values, attitudes and skills highlighted in the framework. They demonstrate improved resilience, perseverance, emotional stability and leadership.

2.2.1 Strategic Annual Plan Synchronization

- A high degree of strategic alignment was achieved this academic year as all Functional Committee Heads successfully synchronized their annual plans with the Student Whole-Person Development (SWPD) Framework.

2.2.2 Systematic Activity Design via Planning Checklists

- By mid-September, all relevant Functional Committee Heads had utilized the Checklist for Planning & Evaluation to systematically design class-based, form-based, and school-based co-curricular activities tailored to students' developmental stages.
- These plans and checklists explicitly outlined targeted values, attitudes, and competencies across essential domains—including Intrapersonal & Personal Health Skills and Values, Interpersonal & Active Citizenship Skills and Values, Cognitive Skills, and Technological Literacy & Digital Skills—ensuring all school activities directly contribute to holistic student growth in accordance with form-based themes.

2.2.3 Values & Skills Cultivation via Cross-disciplinary Activities

- Resilience, Perseverance & Digital Competency: F1 OLE Unleash Potential Programme and F5 Institutional Research & Shadowing Project systematically combined personal resilience and perseverance with modern technical and digital competencies.
- Emotional Stability & Peer Support: Mental Health Day, F1-F6 pre-examination cheering, and the F5 Cheering Camp equipped students with emotional self-regulation tools to navigate academic pressure while fostering a supportive peer network.
- Leadership & Active Citizenship: Inter-class events – including the Bulletin Board Decoration Competition, the F3-4 Leadership Training Programme and the F4 “Initiative for the Marginalized” - fostered active citizenship and collaborative problem-solving while cultivating leadership capabilities.
- Sustained Values Engagement: Long-term core focus programme of each form-based theme spanning the entire second semester - such as the F2 “STREAMpathy: Merging Science, Service, and Care for the Community”, F4 “Initiative for the Marginalized”, and F5 “From Classroom to Faculty: The Institutional Research & Shadowing Project” enabled in-depth, interdisciplinary engagement with core framework values.

2.2.4 Structured Briefing, Debriefing & Peer-Led Delivery

- All functional groups implemented various sessions of pre-activity objective setting and post-activity debriefing to articulate learning benefits and secure proactive student engagement.

- Curricular Mapping in Junior Forms: In F1 and F2 lunchtime "Targeted Value Building" activities, structured presentations explicitly mapped session content to targeted competencies in the Planning Checklist.
- Senior Peer Mentorship: F4 student leaders assisted teachers during both briefing and debriefing sessions, simultaneously developing senior leadership capabilities and enhancing junior students' connection to the program goals.

2.2.5 Cross-Functional Synergy & Holistic Growth Outcomes

- Class-based exam-cheering activity co-organized by several Functional Committees provided bespoke cheering cards for every class, fostering peer encouragement and giving class teachers tangible tools to boost student morale during assessments.
- Extensive coordination among the Promotion, Religious, Guidance and Counselling, and Learning and Teaching committees, alongside the Student Union, empowered graduating students to express appreciation to the school community, creating lasting memories and deepening teacher-student relationships through Form 6 "Gratitude" Transition Programme.
- The Super Class Competition served as a benchmark for collaboration by uniting the Religious, SSE, NMCE, and Reading teams to nurture a cohesive school spirit across various school occasions.
- Across all F.1–F.5 cohorts, core flagship programmes integrated major Functional Committees and relevant academic departments; for example, the F2 "STREAMpathy" initiative combined the expertise of the STREAM department, Science department, and major Functional Committees to reinforce practical values and service learning in action.
- 95.4% teachers' viewed that the school consistently demonstrates strong support for students' whole personal development (Year-end Teacher Survey) (exceeding the 90% target).
- The latest APASO data reflects a highly encouraging growth in students' learning attitudes, specifically regarding the core value of perseverance. Students across all forms demonstrated commendable resilience and dedication, with the F2, F4, and F6 cohorts achieving impressive average scores exceeding 100 points. Even more remarkably, the F1, F3, and F5 cohorts surpassed this benchmark, securing outstanding scores higher than 110 points. These strong metrics across all year levels signify a deeply ingrained culture of perseverance within the student body, proving that our students are consistently maintaining high levels of motivation and determination in their academic and personal pursuits
- Based on case numbers and comprehensive teacher observations, the school has observed a positive trend in students' emotional stability this academic year. While the volume of support cases remains notable, the number of students presenting with serious, high-intensity mental health needs has successfully reduced compared to the previous academic year. Crucially, 100% of the identified cases have been brought under effective control and remain continuously integrated into the school's counseling and social worker systems for ongoing, long-term support. This qualitative improvement is supported by the KPM 17.3 (Affect: Absence of Anxiety and Depressive Symptoms) data. Across the board, student scores reflect high emotional resilience: except for the F4 cohort, which scored a stable 99, all other forms achieved scores above the 100 point.
- Notably, the F3 and F5 cohorts demonstrated outstanding emotional well-being, both securing a high score of 116. These figures confirm that our targeted counseling interventions and robust pastoral care framework has mitigated emotional distress and fostering a secure, supportive environment for our students.

2.2.6 Form Meeting Integration & Targeted Student Support

- The school systematically embedded SWPD principles into pastoral and academic structures through coordinated collaborative lesson planning across subject panels and structured Form

Meetings led by Class Teachers. Furthermore, specific Form Meetings were conducted to address emergent pastoral issues and provide timely, individualized support for distinct forms of students.

2.2.7 Curricular Values Mapping

- All subject panels submitted the Checklist for Planning and Evaluation, systematically mapping core values, skills, and competencies across the four domains to subject-specific learning outcomes. Through a whole-school approach, academic departments seamlessly incorporated values education into everyday classroom teaching via organic integration and natural connection, establishing a cohesive learning environment that continuously reinforces students' holistic competencies.

Reflection

2.1 Students are cognizant with the framework. They understand the rationale behind and pledge to try their best to live out the values.

2.1.1 Framework Alignment with EDB Values Education Curriculum (2026)

Although the school-based SWPD framework rigorously adheres to EDB values education principles and encompasses the twelve Priority Values, the recent release of the Values Education Curriculum Framework (2026) presents a timely opportunity for further optimization. The school-based framework requires explicit mapping to integrate the prominent focuses of the 2026 curriculum, thereby providing teaching staff with an elevated, unified reference when designing form-based learning programmes and planning cross-curricular activities.

2.1.2 Cognitive Load & Core Thematic Messaging

While students responded positively to the diverse range of activities offered, the sheer volume of values, skills, and competencies embedded within each form-based theme resulted in some cognitive overload. Consequently, some students struggled to distill the overarching "main idea" of the Framework, as the multi-faceted themes tended to dilute the core message.

2.1.3 Class Teacher Review Constraints & Feedback Frequency

Owing to the heavy workload of Class Teachers during Class Teacher periods, regular progress reviews were largely confined to OLE sessions and Parents' Day discussions. Consequently, students lacked sufficiently frequent, ongoing formative feedback on their personal development throughout the first term.

2.1.4 Multi-Dimensional Tracking & Elite Pool Utilization

The current "Pool of Elite" remains basic and lacks the comprehensive, multi-dimensional tracking required to fully stretch our high-potential students year-round. Furthermore, Functional Committes have not yet fully utilized this centralized list to identify and target specific students into specific enrichment or talent-stretching opportunities. As a result, there is a missed opportunity to systematically encourage these individuals to participate in activities designed to either enhance their existing strengths or strengthen their areas for improvement.

2.2 Students are equipped with the values, attitudes and skills highlighted in the framework. They demonstrate improved resilience, perseverance, emotional stability and leadership.

2.2.1 & 2.2.2 Domain Balance & Cognitive Skills Representation

While annual plans and planning checklists maintained broad coverage across developmental domains, an analysis of the distribution revealed that Cognitive Skills represented a relatively small proportion of planned activities. Co-curricular programmes offered limited higher-order cognitive challenges (such as critical thinking, creative problem-solving, and analytical

inquiry), missing key opportunities to bridge experiential activities with academic and intellectual growth.

2.2.3 Empirical Precision in Measuring Core Competencies
While qualitative observations and student reflections demonstrated visible growth in core attributes - namely resilience, perseverance, emotional stability, and leadership - the current evaluation framework relies heavily on perceptual feedback. There remains an evident need for more robust, standardized, and empirical assessment instruments to validate and track these developmental outcomes with higher data precision.

2.2.4 Time Constraints on Debriefing & Reflection Cycles
Due to tight scheduling - particularly during shorter lunchtime slots, not all programmes were able to accommodate the complete cycle of structured briefing, in-depth debriefing, and post-activity reflection. This time pressure led to uneven reflection depth across activities of varying durations.

2.2.5 Junior Secondary Positive Affect & Well-Being (KPM 17.1 Data)
Despite commendable perseverance scores, the latest KPM 17.1 (Affect: Positive Affect) survey revealed a critical shortfall in junior secondary well-being. Both F1 and F2 cohorts scored below the 100-point benchmark, with the Form 2 cohort recording a concerning decline to 87 points (below the baseline of 90). These metrics indicate lower school-life satisfaction and positive emotion among junior students, underscoring an urgent need to adjust pastoral policies and provide targeted emotional support.

2.2.6 Senior Form Meeting Frequency & Pastoral Guidance Needs
While the established Form Meeting and collaborative lesson planning structures supported junior levels effectively, there is a recognized strategic need to increase the frequency of Form Meetings for senior students

2.2.7 Curricular Values Mapping & Planning Efficiency
Although subject panels successfully submitted planning checklists, the overlap between the EDB's 12 Priority Values and existing school framework domains has not yet been explicitly consolidated into a unified matrix. This led to parallel planning efforts across subject departments.

Feedback and Follow-up

2.1 Students are cognizant with the framework. They understand the rationale behind and pledge to try their best to live out the values.

2.1.1 SWPD Framework Refinement
The SWPD framework will be refined by systematically cross-referencing the EDB's 12 Priority Values and the Suggested Expected Learning Outcomes in the EDB's Values Education Curriculum Framework (2026) into the school's four core domains. Deeply rooted in Chinese culture and closely attuned to students' developmental stages and academic curricula, these strategic enhancements will ensure that values education remains seamlessly embedded into school-wide programmes and cross-curricular learning.

2.1.2 Structured Activity Briefing & Debriefing Sessions
To ensure students grasp the "main idea" of their form-based themes, enhanced guidelines will be provided to Functional Committee Heads to structured pre-activity briefings and post-activity

debriefings sessions. Through focused discussions and reflections, students will more easily identify and internalize the specific skills and competencies they are developing, making the Framework concrete and accessible.

2.1.3 Designated Review Timeslots & Formative Feedback
To ensure students receive the guidance they need, the team will identify and secure suitable CT timeslots to provide teachers with standardized guidelines for conducting reviews. During these sessions, Class Teachers will provide personalized feedback on first-term progress, focusing on positive reinforcement to motivate and encourage students as they begin the second semester.

2.1.4 Robust Form 1 Elite Pool Framework & Enrichment Pathways
A more systematic and robust Elite Pool framework will be launched in the upcoming academic year, commencing with the Form 1 cohort. This upgraded database will move beyond basic activity preferences to integrate holistic data, including academic results, external competition achievements, teacher nominations, and other talent indicators. This structured, data-driven approach will allow the school to map out progressive development pathways, ensuring that elite students are systematically identified and matched with high-tier enrichment opportunities from the very beginning of their secondary school journey.

2.2 Students are equipped with the values, attitudes and skills highlighted in the framework. They demonstrate improved resilience, perseverance, emotional stability and leadership.

2.2.1 & 2.2.2 Thinking Routines in Activity Planning
Functional Committee Heads will systematically embed structured "Thinking Routines" (e.g., See-Think-Wonder and Claim-Support-Question) into the debriefing phase of experiential programmes, elevating student learning from passive participation to high-level analysis and critical reflection.

2.2.3 Data-Driven Evaluation & Targeted Survey Design
A major priority will be the collaborative design of targeted surveys and refined feedback mechanisms to ensure a more precise and objective measurement of student growth across all framework domains.

2.2.4 Reinforced Briefing & Comprehensive Debriefing Sessions
All Functional Committee Heads will be reminded to safeguard complete activity cycles by delivering clear objective briefings at the outset and conducting comprehensive, guided debriefing sessions to deepen student reflection.

2.2.5 Targeted Junior Well-Being Interventions (KPM 17.1 Response)
Immediate measures mobilized Class Teachers for early pastoral identification and peer conflict-resolution guidance, alongside Counselling Team post-examination team-building sessions to restore cohort cohesion. For the upcoming academic year, the school will restructure its junior pastoral blueprint by introducing an interdisciplinary F.1–F.2 curriculum (covering life education, physical well-being, and social-emotional learning) and launching sustained positive energy campaigns.

2.2.6 Targeted Senior Form Meetings
The SWPD team will schedule additional targeted Form Meetings specifically designed to address senior students' academic pressures and career guidance needs, ensuring individualized pastoral care and a smoother transition to post-secondary pathways.

2.2.7 Framework Optimization & Unified Values Matrix

The school will optimize the core values, attributes, and skills within the school-based SWPD framework by cross-referencing them with the Suggested Expected Learning Outcomes from the EDB's *Values Education Curriculum Framework (2026)*, establishing a consolidated reference that streamlines curriculum planning for subject panels as they incorporate values into daily lessons.

- **Major Concern 3**

Achievements
3.1 Develop cohesive team spirit among staff through enhancement of mutual trust, respect, appreciation, collaboration and increased transparency in school policy making • Survey findings demonstrate commendable progress in cultivating a collaborative professional culture and solidifying strong partnerships across major stakeholder groups. Within the school, the year-end teacher survey provided compelling empirical evidence of high professionalism, with near-unanimous consensus regarding individual accountability for assigned tasks, proactive initiative in seeking clarification and providing regular progress updates, high on-time task completion, and general satisfaction with meeting time efficiency and administrative operational procedures. ***3.2 Strengthen partnership with parents*** • These internal strengths were corroborated by the multi-year Stakeholder Survey findings, which reflected sustained, high parental satisfaction with home-school cooperation as well as positive external perceptions of the overall school climate. ***3.3 Strengthen bondage with alumni*** • Beyond internal routines, active alumni contributions — exemplified by milestone anniversary gatherings and an impactful Career Day involving diverse professional mentors, and meaningful primary liaison programs, including collaborative professional exchanges on students' pre-secondary performance trends and academic bridging initiatives, provided valuable transition support and fostered strong school-community goodwill.
Reflection
• Analysis of cross-year Stakeholder Survey trends alongside the internal teacher survey highlights that widespread teacher conscientiousness, effective administrative-functional collaboration, and sustained backing from parents and alumni served as primary facilitating factors in advancing school initiatives. • On the other hand, comparative survey feedback highlighted areas for ongoing refinement in staff relations and organizational dynamics: while students and parents maintained consistently favorable impressions of the overall school environment, teachers' perceptions of the professional climate indicated room for further strengthening. • Feedback from the staff survey similarly suggested opportunities to deepen day-to-day peer collaboration, enhance inter-departmental synergy, and further promote empathetic communication and shared leadership practices across middle management. • Externally, survey and participation reflections also revealed that alumni engagement was heavily skewed toward veteran cohorts rather than recent graduates, while primary liaison efforts require wider outreach across a broader spectrum of primary schools to enhance school exposure.

Feedback and Follow-up

- To directly address the vulnerabilities identified in both surveys and to further help students achieve the Seven Learning Goals of Secondary Education, the school will implement focused follow-up strategies to nurture an empathetic, highly cooperative campus environment.
- First, to bridge the internal climate gap and strengthen mutual trust, the school will institutionalize regular structured communication platforms and integrate empathetic communication exercises into staff development days, equipping middle leaders and frontline staff with restorative mediation tools to rebuild staff morale, reduce workplace friction, and visibly model collaborative generic skills and proper values for students.
- Second, leveraging the high parental satisfaction captured in the Stakeholder Survey, the school will combine the PTA Annual General Meeting with form-level parent gatherings and utilize pre-meeting surveys to ensure responsive home-school dialogues that support students' holistic development and healthy lifestyle. Concurrently, the school will roll out targeted digital outreach to recent graduates to broaden the alumni network, enriching the pool of youthful mentors for Career Day in support of students' life planning.
- Lastly, the school will broaden external exposure to a wider variety of primary schools through experiential and multi-disciplinary academic bridging workshops, enriching prospective students' breadth of knowledge and language proficiency.

(3) Student Performance

- Students of Maryknoll Fathers' School consistently demonstrate exemplary conduct, mutual respect, and a positive disposition towards learning. In the classroom, they are attentive, well-disciplined, and consistently on task, exhibiting earnest curiosity and an eagerness to acquire knowledge. Beyond academic pursuits, our students wholeheartedly embrace the school's Christian ethos and heritage through active participation in co-curricular endeavors and dedicated community service. Courteous in demeanor and supportive of their peers, they foster a warm and harmonious school culture while showcasing commendable civic responsibility, leadership, and a steadfast readiness to serve others with humility.

- Academic Performance

Maryknoll Fathers' School continues to demonstrate commendable academic vitality and sustained value-added performance in the Hong Kong Diploma of Secondary Education (HKDSE) Examination. Through dedicated pedagogical support and students' focused efforts, our graduating cohort achieved results that affirm the school's robust culture of academic excellence.

- Highlights of 2026 HKDSE Performance
  - Our candidates consistently outperformed the territory-wide day-school averages at Level 4 or above in 8 subjects.

  - Demonstrating exceptional subject mastery, our students exceeded Hong Kong day-school averages at Level 5 or above in 5 subjects. Notably, the proportion of elite Level 5** distinctions surpassed the territory average in Chinese Language, Mathematics, and M2, underscoring our strength in cultivating high-order analytical and linguistic competencies.

  - A commendable 91% of our graduates met the entrance requirements for local undergraduate and sub-degree programmes. Furthermore, 99% of the graduating class successfully articulated into higher education and advanced study programmes, reflecting our holistic commitment to empowering students to pursue diverse academic and professional aspirations.

- Non-academic performance

Highlights of Student Achievement

Activity / Event	Awardee	Award
Hong Kong Schools Speech Festival 2025-26		
Form 1 Boys' Solo Verse Speaking	1A YEUNG KIN LOK	1st Runner-up
Form 2 Boys' Solo Verse Speaking	2A CHEUNG POK YIN	2nd Runner-up
Form 4 Girls' Solo Verse Speaking	4A CHAN MAN HANG	Champion
Form 4 Public Speaking	4A CHAN MAN HANG 4A SIU YEUK LAM	2nd Runner-up
Form 5 Public Speaking	5A FONG HO CHING	Champion
The UNESCO Debating Competition 2025-26	2A CHEUNG POK YIN 3C FOK CHIN NGA 3C ZARIAB MUHAMMAD	1st Runner-up
	3C FOK CHIN NGA	Best Speaker Award
Hua Xia Cup National Mathematical Olympiad Invitation Tournament 2026 National Finals	3C LIN XINYA	2nd Prize
	1A YANG TIN CHUNG 1B LEUNG CHEUK LAM 1A WONG CHOR YUI 2B YEUNG CHUNG HO 3C LAU YU YAN 3D ZENG MAN HIM	3rd Prize
Inter-school Basketball Competition – Girls C Grade	1A WONG SUM YUET 1C HAU TSZ YIU 1C NIP CHIN YU 1C SO HEI MAN 1D CHAN YAT TUNG ISABELLE 2A LI JIA RONG 2A NG LONG CHING 2C CHENG TSZ TUNG 2C LAM YING TUNG 2D CHAN HO KIU 2D HO CHEUK YAN 2D TSE HEI YIN	1st Runner-up
Inter-school Basketball Competition – Boys A Grade & Boys B Grade	4C LIN JIACHENG 5A LIANG CHIN HO 5C CHAN SIN WANG OSMOND 5D QIU JUNXUAN	2nd Runner-up

Inter-school Basketball Competition – Boys B Grade	6B CHAN CHUN MAN 6B CHANG YAT HIN 6B GAO CHIU CHUEN 6D HE KA HIN 6D LAM WAI SEN	2nd Runner-up
Inter-school Basketball Competition – Boys Overall	2B WU SILI 3B CHONG CHI HIM 4B CHU TSZ HEI 4B ON KAT CHEUNG 4C SO KI WANG 4D CHEN ERIC 4D SZETO CHI CHUNG 1B CHAN SAI YIU 1B SIU CHUN WAI CYRUS 1B YU KA CHUN 1D HO AVIS 2A FUNG PAK YIU 2A KOO KA HIN REX 2A LAU JOE YIU CHO 2A SHAM TSZ CHUN 2B WONG YU TONG 2B NG TSUN HEI 2B WONG CHUN TING 2C CHAN CHUN HEI 2C LING ZONG SHENG 2C LUK TIN YAU 2D NGAN LAP HIN KARLOS	2nd Runner-up
International Lifesaving Competition – Beach Sprint Relay (Men, Youth),	5C SZE HOI CHING	1st Runner-up
Wan Chai District Table Tennis Competition 2026-2027, Boys 12-13, Single	1A LOUN HEI LOK JAYDEN	1st Runner Up
Wong Tai Sin District Table Tennis Competition 2026-2027, Boys 12-13, Single	1A LOUN HEI LOK JAYDEN	Champion
Steam Creative Integrated Painting Competition	4D WONG CHEUK LAM PEARL 4B CHEN SO NGA TERESA	Second Prize
Minoan Robotsports Competition Global Olympiad MRC Hong Kong Football Senior	1B SIN HEI YEUNG	Champion and Gold Award

The Microsoft Office Specialist Championship (MOS) Hong Kong 2026	5D LAM TSZ HEI EDGAR	Bronze Award
“Transcending Time • Innovating the Future”— Stem and Innovation Education Programme	3A LI CHUN HO 3A MAK CHUN CHEUNG 3A MUNG CHEUK YIN KYROS 3A THAM LOK KAN LUCAS	Catholic Core Value Award — Charity
JA Tech for Impact Challenge 2026,	5A SITU YAN IN 5B FUNG CHI KIT 5D CHIU DARREN JOSEPH 5D YAN CHI LUNG 5D YEUNG NGO FUNG 5D ZHOU TSZ YIN	2nd Runner-up
"Let Students Talk About Education" International Conference	4A CHAN MAN HANG	1st Prize
The 18th Sham Shui Po District Outstanding Students’ Award (Senior Section)	6A LIU PAK HIM	Outstanding Student Award
	6A YU XIN SHUN	Distinguished Student Award

(4) Financial Summary

Maryknoll Fathers' School
Financial Report 2025-2026

		Income $	Expenditure $
I. Government Funds			
(A) EOEBG-Baseline Reference			
EOEBG Baseline Reference - EDB Grant Received	1,743,763.44		
EOEBG Baseline Reference - Other Income (Note 1)	19,722.38	1,763,485.82	2,745,112.50
	Sub Total :	1,763,485.82	2,745,112.50
(B) EOEBG - School Specific Grants			
Administration Grant		3,528,492.00	3,196,732.40
Composite Information Technology Grant		468,347.00	419,106.00
Air-conditioning Grant		527,852.00	527,852.00
Capacity Enhancement Grant		609,252.00	569,152.57
School-based Speech Therapy Administration Grant		7,687.00	4,167.00
School-based Management Top-up Grant		48,047.00	53,000.00
	Sub Total :	5,189,677.00	4,770,009.97
II. School Funds			
Tong Fai Received (Note 2)		300,337.63	154,471.99
Fee for Specific Purpose Received		201,450.00	198,078.95
	Sub Total :	501,787.63	352,550.94
	Total :	7,454,950.45	7,867,673.41

Note 1:	Interest received form saving account	1,521.38
	Hire of School Accommodation	18,156.00
	Handling Charges of SFAA	45.00
		19,722.38

Note 2:	Tong Fai	106,080.00
	Tuck Shop Rental	165,000.00
	Interest received form saving account	2,023.63
	Hire of school premises	27,234.00
		300,337.63

(5) Appendix

A. Report on Use of Capacity Enhancement Grant 2025-2026

Our School has read and understands the ground rules and procedures in the utilization of the Capacity Enhancement Grant (CEG). The following is the evaluation on the use of the CEG.

Items	Details	Evaluation	Expenditure
Chinese Language Enhancement Courses for S2 & S3 students (Young Author / Reading Club)	courses were held, one in the 1st term and one in the 2nd term.	• The Chinese language teachers were satisfied with the course outcomes. • Students demonstrated improved Chinese proficiency and were able to produce high-quality written work.	$9000
Olympiad Mathematics Training Course	A training course was held throughout the school year for mathematically gifted students.	Teachers and participating students were satisfied with the course. It successfully boosted students' confidence in Mathematics.	$35,100
To relieve the workload of teachers	Hired a Chinese Language Assistant Teacher (AT) to support the Chinese department.	• The AT effectively shared the teachers' workload, allowing for more focused instruction. • A notable improvement in students' Chinese proficiency was observed.	$365,362.20 (Salary + MPF)
`To provide IT support for teaching and school administration	Hired an IT Technician	The IT Technician's performance was satisfactory and provided reliable support for our school's IT infrastructure.	$159,690.37 (Salary + MPF)
		The amount received:	**$609,252**
		Total Expenditure:	**$569,152.57**
		Balance:	$40099.43

B. Report on Life-wide Learning Grant 2025-2026

2025 - 2026 Report on the Use of the Life-wide Learning Grant
Maryknoll Fathers' School

Schools are required to upload this Report or the School Report which consists of this Report endorsed by their SMCs / IMCs onto the homepage of the schools for the sake of enhancing transparency and in accordance with the established practice.

Category 1: To organise / participate in life-wide learning activities

No.	Name, Brief Description and Objective of the Activity	Date	Target Students		Actual Expenses ($)	Actual Expenses per Person ($)	Nature of Expenses*	Domain[1] (including KLAs, cross-curricular, latest education development directions; more than one option can be selected)	Evaluation Results	Essential Learning Experiences (Please put a "✓" for appropriate box(es); more than one option can be selected)				
			Level	Number of Participants						Values Education	Intellectual Development (closely linked with curriculum)	Physical and Aesthetic Development	Community Service	Career-related Experiences
1.1	Local Activities: To organise life-wide learning activities in different KLAs / cross-KLA / curriculum areas to enhance learning effectiveness, or to organise diversified life-wide learning activities to cater for students' interests and abilities for 'all-rounded students' potential and curricular to students' proper values and attitudes													
1	STREAM activity and competition	Nov 25	F1 - 5	30	$500.00	$16.67	E1	Cross-Disciplinary (STEAM)	Over 80% of participants were satisfied with the course conducted.		✓			
2	Thinking skills workshops	Oct 25	F1, 2 and 5	150	$19,236.64	$128.24	E5	Cross-Disciplinary (Others)	Over 80% of participants were satisfied with the course conducted.		✓			
3	Fun Fair	Feb 26	F1 - 6	751	$12,712.53	$16.93	E1, E7	Cross-Disciplinary (Others)	Teachers and students gave positive ratings in the surveys.	✓	✓	✓	✓	✓
4	Leadership Training	Nov 25 - Jul 26	F3 - 4	36	$8,833.30	$378.20	E1, E5, E6, E7	Leadership Training	The program included sessions on the leadership framework, alumni sharing, applications, and a consolidation camp.	✓	✓	✓	✓	✓
5	F.1 OLE Curriculum	Dec 25 - Mar 26	F1	132	$102,700.00	$778.03	E1, E5, E6, E7	Cross-Disciplinary (Others)	76% of students explored new interest. 69% of students were satisfied with the courses. 93% of students recommended that next year's students take similar courses.	✓	✓	✓	✓	✓
6	Dance Training Course	Sept 25 - Aug 26	F1 - 6	60	$39,485.40	$658.09	E5, E7	Arts (Others)	90% of participants reported steady and satisfactory progress in their learning journey. 75% of the cohort strongly advocated for the course to be offered again next year.			✓		
7	Clubs and Societies Activities	Sept 25 - Aug 26	F1 - 6	751	$11,930.06	$15.89	E1, E7	Cross-Disciplinary (Others)	The club and society helped with the Fun Fair, lunchtime activities, and Info Day. They also assisted in organising competitions.The club and society helped with the Fun Fair, lunchtime activities, and Info Day. They also assisted with organising competitions.	✓	✓	✓		
8	Career Days	Mar 26	F4 - 5	250	$432.00	$1.73	E1	Others, please specify: Life Planning Education	Over 80% of participants were satisfied with the activities conducted.	✓				✓
9	Flower Arrangement Class	Mar 26	F4 - 5	10	$3,000.00	$300.00	E1, E5	Others, please specify: Life Planning Education	Over 80% of participants were satisfied with the activities conducted.	✓		✓		✓
10	Life Planning Activities	Sept 25 - Aug 26	F4 - 5	250	$2,358.60	$9.43	E1, E5	Others, please specify: Life Planning Education	Over 80% of participants were satisfied with the activities conducted.	✓				✓
11	Student Union Activity	Sep 25 - Jul 26	F1 - 6	751	$12,731.60	$16.95	E1, E7	Leadership Training	Over 80% of participants were satisfied with the activities conducted.	✓	✓	✓		
12	House Activities	Sep 25 - Jul 26	F1 - 6	751	$12,146.60	$16.17	E1, E7	Leadership Training	The Houses actively organized a diverse range of activities, encompassing both sports and the arts. Over 80% of participants reported being satisfied with these events.	✓		✓	✓	✓
13	Prefect Training Camp	Jul 26	F2 - 5	30	$45,341.82	$1,511.39	E1	Leadership Training	Over 90% of participants were satisfied with the camp.	✓			✓	
14	Discipline outings	Mar - Jul 26	F1 - 3	60	$1,200.00	$20.00	E1	Leadership Training	Over 80% of participants were satisfied with the outing.	✓			✓	
15	F.1 & 2 Board Game Group	Sept 25 - Aug 26	F1 - 2	140	$994.20	$7.10	E1	Student Mental Health	Over 80% of participants were satisfied with the activities conducted.	✓				
16	Adventure Camp	Feb 26	F4 - 5	20	$28,000.00	$1,400.00	E5	Student Mental Health	Over 80% of participants were satisfied with the activities conducted.	✓				
17	Counselling Workshops	Sept 25 - Aug 26	F1 - 5	200	$1,763.36	$8.82	E1, E5	Student Mental Health	Over 80% of participants were satisfied with the activities conducted.	✓				
18	F.1-5 Cheering Activities	Jun 26	F1 - 5	300	$2,500.00	$8.33	E5	Student Mental Health	Over 80% of participants were satisfied with the activities conducted.	✓				
19	Growth Group Scheme	Sept 25 - Aug 26	F1 - 2	30	$1,700.00	$56.67	E1	Student Mental Health	Over 80% of participants were satisfied with the activities conducted.	✓				
20	Mindfulness corner activities	Sept 25 - Aug 26	F1 - 6	400	$10,695.16	$26.74	E1	Student Mental Health	Over 80% of participants were satisfied with the activities conducted.	✓				
21	OLE sessions activities	Sept 25 - Aug 26	F1 - 6	400	$5,462.04	$13.66	E1	Student Mental Health	Over 80% of participants were satisfied with the activities conducted.	✓				
22	Mental Health Day	Dec 25	F1 - 6	600	$48.00	$0.08	E5	Student Mental Health	Over 80% of participants were satisfied with the activities conducted.	✓				
23	National Security Education Day Exhibition and Game Booth	Apr 26	F1 - 6	700	$1,894.60	$2.71	E1, E7	National Security	Over 90% of participants reported being highly satisfied with the structured activities.	✓				
24	Sex Eduction Talks	Sept 25 - Apr 26	F1 - 5	600	$10,133.32	$16.89	E6	Values Education	Over 80% of participants reported being highly satisfied with the structured activities.	✓				
25	Inter class Bulletin Board Design Competition	Sept - Oct 25	F1 - 6	700	$1,586.30	$5.35	E7	Values Education	Over 80% of participants reported being highly satisfied with the structured activities.	✓				
26	Inter class Banner design competition	Jan - Mar 26	F1 - 5	600	$1,393.30	$2.32	E7	Values Education	Over 80% of participants reported being highly satisfied with the structured activities.	✓				
27	F.2 Highlighted Program - Eldery service	Jan - May 26	F2	130	$23,720.53	$174.77	E1, E2, E6	Values Education	Over 90% of participants reported being highly satisfied with the structured activities.	✓			✓	
28	Volunteer Service Team	Oct 25 - May 26	F1 - 5	20	$1,000.00	$150.00	E6	Values Education	Over 80% of participants reported being highly satisfied with the structured activities.	✓			✓	
29	Appreciation Activity	Dec 25 - Jan 26	F1 - 6	700	$960.00	$1.37	E1, E7	Values Education	Over 80% of participants reported being highly satisfied with the structured activities.	✓				
30	F.1 Perseverance Program	Nov - Dec 25	F1 - 2	260	$385.24	$1.48	E1, E7	Values Education	Over 80% of participants reported being highly satisfied with the structured activities.	✓				
31	Green Week	Nov 25	F1 - 6	700	$979.70	$1.40	E1, E7	Values Education	Over 80% of participants reported being highly satisfied with the structured activities.	✓				
32	The community outreach activities	Sept 25 - Aug 26	F1 - 6	700	$2,600.00	$3.71	E6, E7	Values Education	Over 80% of participants reported being highly satisfied with the structured activities.	✓				
33	Water Mission	Mar 26	F2	130	$2,000.00	$15.38	E6, E7	Values Education	Over 80% of participants reported being highly satisfied with the structured activities.	✓				
34	Class cohesion activity	Sep 25 - Jul 26	F1 - 6	751	$9,305.40	$12.39	E1	Values Education	Over 80% of participants were satisfied with the course conducted.	✓				
35	Movie Appreciation	Sep 25 - Jul 26	F1	132	$23,972.12	$174.00	E1	Values Education	Over 80% of participants were satisfied with the course conducted.	✓				
36	Super Class Competition	Sep 25 - Jul 26	F1 - 6	751	$646.90	$0.86	E5	Values Education	Over 80% of participants were satisfied with the course conducted.	✓				
37	Pre-F.4 Summer Day Camp	Sep 25	F3	126	$34,615.38	$274.73	E5	Values Education	Over 80% of participants were satisfied with the course conducted.	✓				
38	F.6 Farewell activity	Feb - Mar 26	F6	111	$10,886.40	$98.08	E1	Values Education	Over 80% of participants were satisfied with the course conducted.	✓				
39	Instrumental courses - Strings	Mar, Jun & Aug 26	F1 - 5	30	$23,100.00	$770.00	E1	Arts (Music)	90% of students were satisfied with their learning progress. All students agreed that the lessons are beneficial to their instrument training. 70% of students recommended continuing the lessons next year.			✓		
40	Instrumental courses - Wind & brass	Mar, Jun & Aug 26	F1 - 5	30	$57,960.00	$1,898.00	E1	Arts (Music)	90% of students were satisfied with their learning progress. All students agreed that the lessons are beneficial to their instrument training. 70% of students recommended continuing the lessons next year.			✓		
41	Instrumental courses - Group & Band	Mar, Jun & Aug 26	F1 - 5	30	$23,460.00	$782.00	E1	Arts (Music)	90% of students were satisfied with their learning progress. All students agreed that the lessons are beneficial to their instrument training. 70% of students recommended continuing the lessons next year.			✓		
42	Biology Experiential learning	Sept 25 - Aug 26	F3 - 6	50	$2,000.00	$40.00	E1	Others, please specify: Biology	Students were satisfied with their learning experience.		✓			
43	CES Experiential learning	Jun - Jul 26	F1 - 3	30	$3,376.00	$112.53	E5	Others, please specify: CES	Over 90% of students were satisfied with their learning experience. They were more aware of the community.	✓	✓		✓	
44	Chemistry Experiential learning	Sept 25 - Aug 26	F4 - 6	30	$245.00	$8.83	E1	Others, please specify: Chemistry	Students were satisfied with their learning experience.		✓			
45	Chinese Speech and Debate Competition	Mar - Apr 26	F1, 3 and 4	412	$4,050.70	$9.83	E1	Chinese Language	Over 80% of students were satisfied with their learning experience. They expressed a deeper interest in cultural topics.	✓	✓			
46	Chinese Debate Team	Nov 25 - May 26	F1 - 6	30	$26,400.00	$880.00	E1, E5	Chinese Language	Over 80% of participants were satisfied with the course conducted.	✓	✓			
47	CS Experiential learning	Sept 25 - Aug 26	F1 - 6	500	$2,762.64	$5.53	E1	Moral, Civic and National Education	Over 80% of students were satisfied with their learning experience, and they were more aware of national development.	✓	✓			
48	Economics Olympiad Hong Kong	Apr 26	F4 - 6	45	$8,540.00	$189.80	E3	Gifted Education	Over 80% of students got awards.		✓			✓
49	Economics Experiential learning	Nov 25 & Jun 26	F4 - 6	150	$4,000.00	$26.67	E1	Gifted Education	Over 80% of participants were satisfied with the course conducted.		✓			✓
50	Geography Experiential learning	Oct 25	F1 - 6	100	$3,873.00	$38.73	E1	Others, please specify: Geography	Students were satisfied with their learning experience.		✓			
51	Mathematics Experiential learning	Jun 26	F1, 2 and 6	391	$11,704.55	$29.93	E6	Mathematics	92% of students enjoyed the activity.		✓			
52	Visual Arts Experiential learning	Jan - Apr 26	F1 - 2	262	$7,000.00	$26.72	E1	Arts (Visual Arts)	Over 80% of participants were satisfied with the workshop conducted.	✓				
53	English Speech Festival	Nov 25	F1	39	$1,365.00	$35.00	E1	English Language	Over 80% of participants reported being highly satisfied with the structured activities.	✓	✓			
54	English Experiential learning	Oct 25 - Jun 26	F1 - 2	263	$43,185.40	$164.20	E1	English Language	Over 80% of participants reported being highly satisfied with the structured activities.	✓	✓			
55	Countryside Learning Day	Nov 25	F1 - 6	751	$18,740.04	$24.96	E2	Cross-Disciplinary (Others)	Six different destinations were offered to the students. They enjoyed their time with their classmates during the Countryside Learning Day.	✓		✓		
56	P5 Cheering Camp	Jul 26	P5	120	$5,148.39	$42.90	E1, E5	Others, please specify: Life Planning Education	Over 80% of participants were satisfied with the activities conducted.	✓		✓		✓
57	F.6 Cheering Activities	Jan 26 - Mar 26	F6	118	$2,921.12	$24.76	E1, E7	Leadership Training	88% of students were satisfied with the arrangements and activities organized on the F6 Last Day.	✓				
58	F.4 Servant Leaders' Initiative Program	Jul 26	F4	130	$18,430.00	$141.77	E1, E2, E6	Leadership Training	Over 90% of participants reported being highly satisfied with the structured activities.	✓			✓	
59	Inter School Sports Competition	Sep 25 - Jun 26	F1 - 6	300	$16,730.00	$55.77	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports. PE Department can nurture more sports elites for the school and achieve good results in inter-school competitions.	✓		✓		
60	E-Sports & New Sports Development	Sep 25 - Jun 26	F1 - 6	450	$4,180.00	$9.73	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports, encouraged students to participate in sports regularly, and helped develop a healthy and active lifestyle.	✓		✓	✓	
61	Sports Association	Dec 25 - Aug 26	F1 - 6	300	$3,388.00	$11.29	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports, encouraged students to participate in sports regularly, and helped develop a healthy and active lifestyle.	✓		✓	✓	
62	Athletics Training Course	Nov 25 - Aug 26	F1 - 6	20	$1,800.00	$90.00	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports. PE Department can nurture more sports elites for the school and achieve good results in inter-school competitions.	✓		✓		
63	Badminton Training Course	Nov 25 - Aug 26	F1 - 6	50	$4,785.20	$95.70	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports. PE Department can nurture more sports elites for the school and achieve good results in inter-school competitions.	✓		✓		
64	Basketball Training Course	Apr - Aug 26	F1 - 6	60	$2,750.00	$45.83	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports. PE Department can nurture more sports elites for the school and achieve good results in inter-school competitions.	✓		✓		
65	Bowling Training Course	Jun - Aug 26	F1 - 6	12	$390.00	$32.50	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports. PE Department can nurture more sports elites for the school and achieve good results in inter-school competitions.	✓		✓		
66	Football Training Course	Jul - Aug 26	F1 - 6	50	$22,076.00	$441.52	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports. PE Department can nurture more sports elites for the school and achieve good results in inter-school competitions.	✓		✓		
67	Swimming Training Course	Jul - Aug 26	F1 - 6	30	$7,317.07	$243.90	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports. PE Department can nurture more sports elites for the school and achieve good results in inter-school competitions.	✓		✓		
68	Table Tennis Training Course	Nov 25 - Aug 26	F1 - 6	30	$740.00	$24.67	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports. PE Department can nurture more sports elites for the school and achieve good results in inter-school competitions.	✓		✓		
69	Volleyball Training Course	Nov 25 - Aug 26	F1 - 6	25	$2,550.00	$102.00	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports. PE Department can nurture more sports elites for the school and achieve good results in inter-school competitions.	✓		✓		
70	Religious Education Experiential learning	Mar 26	F1 and 3	264	$10,204.65	$38.65	E1, E2	Values Education	60.5% of the survey respondents from F1 reported that they felt very grateful for living in Hong Kong and for enjoying their studies after listening to the religious talk delivered by the speaker, who is currently serving in South Africa. 50% of the F1 respondents stated that they would cherish the learning opportunities, study harder, and contribute meaningfully to society in the future. 83.2% of the F3 survey respondents agreed that the pilgrimage helped them better understand how the Maryknoll Fathers pioneered with creative fidelity (the specific motto of MFPD for F3). 94% of students appreciated how the Maryknoll Fathers helped the poor and parishioners address societal issues with innovative solutions, creating a lasting impact in the districts concerned.	✓			✓	
71	Joint School Athletic Meets	Jan 26	F1 - 6	150	$24,000.00	$160.00	E1, E2, E5	Physical Education	Over 90% of participants deepened their knowledge of major sports events and specific sports, encouraged students to participate in sports regularly, and helped develop a healthy and active lifestyle.	✓		✓	✓	
72	Planting Workshops	Mar 26	F1 - 3	40	$15,000.00	$375.00	E1, E5	Values Education	Over 80% of participants were satisfied with the workshop conducted.	✓			✓	
(Please insert rows above if the space provided is insufficient.)														
			Sub-total of Item 1.1	18,485	$884,101.32									
1.2	Non-Local Activities: To organise or participate in non-local exchange activities or non-local competitions to broaden students' horizons													

(Please insert rows above if the space provided is insufficient.)			
Sub-total of Item 1.2	**20**	**$24,928.00**	
Expenses for Category 1	**18,505**	**$909,029.32**	

Note1: In response to the latest educational development and students' needs, schools could make suitable use of the Grant to enhance the effort in promoting patriotic education, STEAM education and student mental health.

Category 2: To procure equipment, consumables or learning resources for promoting life-wide learning

No.	Item	Purpose	Actual Expenses ($)
1	PE equipment	Equipment and materials for the safety and health fitness of the students	$4,992.00
2	Geography Sandbox equipment	Equipment for Geography experiential learning activities.	$4,600.00
3	Seoul Study Tour equipment	Equipment and materials were prepared to support students' learning, documentation, presentations, and daily activities throughout the Seoul Study Tour.	$36,400.00
4	Campus TV equipment	Equipment and materials for routine use.	$2,874.65
(Please insert rows above if the space provided is insufficient.)			
		Expenses for Category 2	**$48,866.65**
		Expenses for Categories 1 & 2	**$957,895.97**

Category 3: Number of Student Beneficiaries

Total number of students in the school:	751
Number of student beneficiaries:	751
Percentage of students benefitting from the Grant (%):	100%

Name of Contact Person for LWL:	Sze Ka Wai
Post of Contact Person for LWL:	Head of Co-curricular Activities

* Input using the following codes; more than one code can be used for each item

E1 Activity fees (registration fees, admission fees, course fees, camp fees, venue fees, learning materials, activity materials, etc.)

E2 Transportation fees

E3 Fees for non-local exchange activities / competitions (students)

E4 Fees for non-local exchange activities / competitions (escorting teachers)

E5 Fees for hiring expert / professionals / coaches

C. School-based After-school Learning and Support Programmes

School-based After-school Learning and Support Programmes 2025/26 s.y.
School-based Grant (SBG)—Programme Report

Name of school: Maryknoll Fathers' School

Staff-in-charge: Leung Wai Sing Contact telephone no.:2777 5117

A. The total actual number of eligible students is 134

[including A. 25 students receiving the Comprehensive Social Security Assistance (CSSA), B. 85 students receiving full grant recipients under the Student Financial Assistance Schemes (SFAS) and C. 24 students covered by discretionary quota[1]]

B. Activities subsidised by SBG for eligible students' participation

Name / Type of activity[2]	Period / Date	Actual person-times[3] of eligible students of different categories			Average attendance rate	Actual expenses ($)	Method(s) of evaluation (e.g. test, questionnaire, etc.)	Name of institute / service provider (if applicable)	Remarks, if any (e.g. students' learning outcomes in academic and affective domains)
		A	B	C					
PE Sport Team Training	Whole year			22	80%	$19,100.00	Teacher's Feedback	External Coaches	to develop students' sportsmanship and teamwork
Seoul Econ. Study Tour	8 - 12 Jul 2026		6	2	100%	$45,182.00	Questionnaire	HONG KONG STUDENT TRAVEL LTD.	to broaden students' global perspectives
F1 Life wide learning activities [class cohesion]	31 Mar 2026	7	22		95%	$6,467.88	Questionnaire	THE CEPT LIMITED	to develop students' communication skills and social skills
F1 LWL: Table Manners Workshop [Western Restaurant]	30 Jan 2026	7	22		95%	$3,828.00	Questionnaire	Bloom No.1 Limited	to enhance students' social etiquette
F2 Nature Experience for Secondary school students [Ocean Park]	2 Feb 2026	5	21		98%	$3,870.23	Questionnaire	Ocean Park	to develop students' awareness of environmental protection
F5 Cheering Camp: Activities	6-7 Jul 2026	6	18		90%	$11,585.03	Questionnaire	THE CEPT LIMITED; SHUN FAT FOOD	to build up students' self-esteem
F1 Board Game Activities	9 Jul 2026	7	22		94%	$3,295.45	Questionnaire	Hong Kong Boardgame Education Academy Co Ltd.	to develop students' communication skills and social skills
中二 真人圖書館	Jan - May 2026	5	21		95%	$3,969.47	Questionnaire	Time Capsule Limited	to develop students' communication skills and social skills

Active Learning with AI assistant for F2	26 Jun 2026	5	21		91%	$4,763.36	Questionnaire	VINCI AI LIMITED	to build up students' self-learning ability
F4 Life Planning Activity	7 Jul 2026	7	23		74%	$10,384.62	Questionnaire	Dickens Theatre in Growth	to develop students' self-understanding and life planning skills
Prefect Training Camp	29 Jun - 1 Jul 2026		2		100%	$4,534.18	Teacher's Feedback	THE CEPT LIMITED	to build up students' self-esteem
Total number of activities: 11	**Sub-total:**	49	178	24	**Total expenses ($):**	$116,980.22			
	Total:	251							

Note:

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

D. Diversity Learning Grant (DLG) – Other Programmes (OP)

Maryknoll Fathers' School

Programme Evaluation Report for

Diversity Learning Grant (DLG) – Other Programmes for the 2025/26 school year

Programme	Objective(s)	Targets' (No./level/selection criteria)	Duration/ Start Date	Deliverables	Evaluation (Attendance, Students' learning outcome)	Expenditure
High-order Thinking Skills Workshop	To equip students with higher-order thinking skills which can be applied in their learning	All S.5 students	2 sessions (1 hour each) in October	Students' reflection in a booklet provided	Attendance rate: 96 % (OLE lesson time) Students demonstrated a clear understanding of core higher-order thinking frameworks (critical analysis and logical reasoning) in their completed booklet.	HKD $14,000 (Fee for workshops)
Chinese Enrichment Courses	To stretch students' potential through acquiring domain-specific knowledge beyond the standard senior secondary curriculum and fostering a deeper understanding of the subject matter	14 students from S.4 and 25 students from S.5 nominated by the Chinese Language Department based on academic results, commitments to the subject and the potential in the subject	S5 (2 groups): 10 sessions between November and May S4 (1 group): 8 sessions between March and May	One learning task for each lesson	Attendance rate for S5 : 86 % Attendance rate for S4 : 80 % Most of the students successfully mastered advanced literary analysis and classical text reading methodologies. Most of the participants scored "Above Average" or above in their lesson-based learning tasks	HKD $28,075 (Tutor fee)
Talk on the Application of Higher-Order Thinking Skills in Textual Analysis	To equip students with higher-order thinking skills, specifically comparative analysis, critical evaluation, and synthesis, to deconstruct and interpret complex texts beyond the standard curriculum	All S.5 and S.6 students	1 session in March	Pre-task and post-activity discussion in normal classroom	Attendance rate: 95 % (OLE lesson time) During the post-activity classroom discussion students actively applied comparative analysis and critical evaluation to dissect multi-layered articles.	HKD $3,000 (Fee for the talk)

Creativity workshops in Visual Arts	To foster students' creativity and spatial-visual thinking, enabling them to translate abstract concepts into their art works	6 students from S.5 nominated by the Visual Arts Department based on academic results, commitments to the subject and the potential in the subject	3 sessions between Nov and May	Portfolio to be submitted after the workshops	Attendance rate : 94 % Students successfully translated abstract aesthetic concepts into multi-layered visual artworks, demonstrating creativity and conceptual depth in their final portfolios.	HKD $3,915 (Tutor fee)
Mathematics Enrichment Courses	To stretch students' potential through acquiring domain-specific knowledge beyond the standard senior secondary curriculum and fostering a deeper understanding of the subject matter	20 students from S.6 nominated by the Mathematics Department based on academic results, commitments to the subject and the potential in the subject	15 sessions between September and March	One learning task for each lesson	Attendance rate: 85% Most of the participants completed their lesson-based tasks with high accuracy.	HKD $5,600 (AI Platform for generating adaptative learning materials: $5,000 Teaching resources: $600)
Economics Enrichment Courses	To stretch students' potential through acquiring domain-specific knowledge beyond the standard senior secondary curriculum and fostering a deeper understanding of the subject matter	50 students from S.5 studied Economics	3 sessions between March and May	One learning task for each lesson	Attendance rate: 90% Students demonstrated high-level critical thinking, greatly enhancing their confidence in analyzing complex, non-routine economic scenarios	HKD $998 (Teaching Resources)
BAFS Enrichment Courses	To stretch students' potential through acquiring domain-specific knowledge beyond the standard senior secondary curriculum and fostering a deeper understanding of the subject matter	13 students from S.4 and 16 students from S.5 nominated by the BAFS Department based on academic results, commitments to the subject and the potential in the subject	6 sessions between June and July	One learning task for each lesson	Attendance rate: 80% Most students were able to apply theoretical knowledge to complex business cases with a high level of conceptual accuracy in their learning tasks.	HKD $750 (Teaching Resources)
Geography Enrichment Courses	To stretch students' potential through acquiring domain-	19 students from S.6 nominated by the	4 Sessions (8 hours each) on Saturday in February	One learning task for each lesson	Attendance rate: 75%	HKD $7,200 (Tutor fee)

	specific knowledge beyond the standard senior secondary curriculum and fostering a deeper understanding of the subject matter	Geography Department based on academic results, commitments to the subject and the potential in the subject			Students successfully demonstrated a critical understanding of the knowledge covered and showed a deeper understanding exceeding regular senior secondary requirements.	
Talk on Life Exploration	To facilitate students' self-reflection, guiding them to explore existential pathways and develop the strategic commitment required to proactively actualize their potential	All F.6 students	1 session in July	Students' reflection and students' sharing in post-activity debriefing	Attendance rate: 85% Students were able to clarify personal core values and express a heightened awareness of existential pathways in their reflections. Students demonstrated intrinsic motivation and grit, successfully formulating concrete personal and academic action plans to actualize their future potential in the debriefing session.	HKD $3,000 (Fee for the talk)

E. Promotion of Reading Grant

Maryknoll Fathers' School

Report on Use of the Promotion of Reading Grant

2025-2026 School Year

Part 1: Evaluation of Effectiveness

1. Evaluation of achievement of objectives: (e.g. reading culture of the entire school, student reading attitude, book borrowing situation and student engagement in reading activities)

➢ **To cultivate a reading atmosphere and foster a reading culture on campus**

- The Morning Reading Period was successfully implemented every Tuesday and Thursday throughout the school year. About 80% of students expressed enjoyment during this time, with more than 80% enjoying the subject reading materials prepared by 10 departments and more than 85% enjoying the book sharing videos prepared by 9 departments.
- The Book Fair achieved 100% participation from F.1 to F.5 students by being integrated into Chinese and English lessons. The "Recommended Book List" from various subject departments provided a diverse selection of quality reading materials.
- An Author Talk co-organized with Reading to Learn Team and Chinese Language Department engaged approximately 240 students from Forms 4 and 5, receiving over 90% positive feedback. Students' active participation and insightful questions were publicly praised by the author.
- The Form 1 English poetry workshop co-organized with Reading to Learn Team and English Language Department, was highly successful. It achieved a 90% positive student feedback rate and effectively promoted an English reading culture, despite challenges with learner diversity and venue constraints.
- The World Book Day activities, featuring interactive game booths, were well-received, with 88% of students enjoying them and reporting broadened subject knowledge.
- Overall, the various reading promotion activities achieved outstanding satisfaction rates. These successes highlighted effective catering to learner diversity, diverse engagement styles, and strong cross-curricular synergy.

➢ **To strengthen students' reading skills through learning across curriculum**

- The subscription to an eReading platform was successfully implemented, providing reading resources across all 8 KLAs (Chinese, English, Mathematics, Science, Technology, PSHE, Arts, and PE). This established a unified digital library supporting self-directed learning for students.
- The F.1 Cross-Curricular Activity, co-organized with the Chinese History, Computer Literacy departments and Reading to Learn Team, involved 24 project groups exploring Chinese history and culture. Students deepened their understanding through reading library materials and creating models and AR-enhanced descriptions, demonstrating integrated learning across multiple disciplines.
- The planned Book Selection Workshop and Book Fair Visit was unfortunately cancelled due to school suspension.

➢ **To encourage students to read more and develop their reading habits.**

- The Father Geitner Reading Award Scheme successfully adapted to physical constraints, maintaining active peer-to-peer book recommendations. The majority of students actively used the SJRC e-reading platform.
- As the school library was under renovation and closed for the school year, there are no borrowing records for physical books. However, students spent a total of over 2,000 hours reading on the e-reading platform.

2. Evaluation of strategies: (e.g. implementing diversified and motivating activities to promote reading, reading across curriculum and home school co-operation)

➢ **Diversification of strategies design**

- Engaging teachers to create video clips for book promotion and encouraging students to share their readings is a diversified approach to promote reading culture.
- Students actively participated in the Author Interview event, showed immerse interest which reflects that the activity can arouse students' interest in reading.
- The F.1 Cross-Curricular Activity was highly effective as it successfully combined independent research, hands-on model-making and the use of technology to cater to a wide range of learning styles and intelligences.

- **Enhance Learning Across Curriculum**
  - Various departments prepared 7 sets of book-sharing videos and 7 sets of subject-specific reading materials to promote reading across the curriculum. Each set of materials includes content tailored for both junior and senior form students.
  - Books selected from the eRead Scheme (SJRC金閱閣) covered all eight key learning areas strengthen student reading across curriculum.
  - The F.1 Cross-Curricular Activity, co-organized by the Chinese History Department, Computer Literacy Department, and the Reading to Learn Team, clearly demonstrated that students gained a deeper understanding of both ancient and modern Chinese history, culture, and institutions through their reading and project work.
  - The Author Interview event co-hosted by the Reading to Learn Team and the Chinese Language Department on 23 April engaged approximately 240 students from Forms 4 and 5, with students actively participating and asking insightful questions.
  - The Form 1 English poetry workshop co-hosted by the Reading to Learn Team and the English Language Department, led by a City University professor exploring William Blake's works, was highly successful. It achieved a 90% positive student feedback rate and effectively promoted an English reading culture, despite challenges with learner diversity and venue constraints.
  - To celebrate "World Book Day," the Reading to Learn Team collaborated with various KLA departments to host a series of interactive game booths under the theme "Reading Across Horizons". The event successfully demonstrated that reading is a vital tool across all fields of knowledge, inspiring students to broaden their horizons and discover the joy of learning through diverse texts.

- **Promoting Parent-child reading**
  - Holding a book fair on Parents' Day, which involved parents in choosing books with their children was an effective strategy to promote parent-child reading.

Part 2: Financial Report

	Item *	Actual expenses ($)
1.	Purchase of Books	26,655.48
	☑ Printed books	
	☐ e-Books	
2.	Web-based Reading Schemes	23,000.00
	☐ eRead Scheme	
	☑ Other scheme: SJRC金閱閣	
3.	Reading Activities	5,000.00
	☑ Hiring writers, professional storytellers, etc. to conduct talks	
	☑ Hire of service from external service providers to organise learning activities related to the promotion of reading	
	☐ Paying the application fees for students to participate in reading activities and competitions	
	☐ Subsidising students to participate in or apply for fee-charging reading related activities or courses	
4.	Others: Expenses for school-based reading promotion activities	4,930.00
	Annual Maintenance for Library System	6,000.00
	Total	**65,585.48**
	Balance brought forward 2024-2025	**50,565.93**
	Reading Grant 2025-2026	**66,176.00**
	Unspent Balance	**51,156.45**

* Please tick the appropriate boxes or provide details.

F. Sister School Scheme Grant

姊妹學校交流報告書
2025 / 2026 學年

學校名稱：	瑪利諾神父教會學校		
學校類別：	*~~小學~~ / *中學 / *特殊學校 *(*請刪去不適用者)*	負責老師：	林綺琪老師 李麗明老師 林詠研老師

本學年已與以下內地姊妹學校進行交流活動：	
1.	增城碧桂園學校

本校曾舉辦的姊妹學校活動所涵蓋層面及有關資料如下：
(請在適當的方格內填上✓號(可選多項)及/或在「其他」欄填寫有關資料)

甲. 管理層面（*已舉辦 / *未有舉辦） *(*請刪去不適用者)*

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

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

乙. 教師層面（*已舉辦 / *未有舉辦） *(*請刪去不適用者)*

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

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

丙. 學生層面（*已舉辦 / *未有舉辦） *(*請刪去不適用者)*

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

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

丁. 家長層面（*已舉辦/ *未有舉辦） *(*請刪去不適用者)*

(註 :學校不可使用姊妹學校計劃津貼支付家長在交流活動的開支)

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

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

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

全年財政報告：			
編號	☑	交流項目	支出金額
N1	☑	到訪內地姊妹學校作交流的費用	HK$ 107,286
N2	☐	在香港合辦姊妹學校交流活動的費用	HK$
N3	☑	姊妹學校活動行政助理的薪金 *(註:不可超過學年津貼額的 20%)*	HK$1,150
N4	☑	視像交流設備及其他電腦設備的費用	HK$ 47,760
N5	☑	交流物資費用	HK$ 10,987.07
N6	☐	在香港進行交流活動時的茶點開支*(註:不可超過學年津貼額的 2%)*	HK$
N7	☐	老師的一次入出境簽證的費用*(註:不可超過學年津貼額的 1%)*	HK$
N8	☐	其他(請註明) :	HK$
N9	☑	學年總開支	HK$ 167,183.07
N10	☐	沒有任何開支	不適用

反思及跟進：		
編號	☑	內容
O1	☑	有關交流活動的層面 *[如適用，請註明]* 今年交流活動的層面涵蓋管理層、教師及學生，期望隨後時間的交流也可擴展到家長參與。
O2	☑	有關交流活動的形式/內容 *[如適用，請註明]* 今年全體中二同學探訪姊妹學校，並進行了兩日一夜的交流活動，交流活動包括中華文化承傳、內地學校餐飲文化體驗及體藝交流。
O3	☑	有關交流活動的時間安排 *[如適用，請註明]* 教師及同學進行了兩日一夜的交流活動，行程豐富，與姊妹學校進行深入而緊密交流。
O4	☑	有關交流活動的津貼安排 *[如適用，請註明]* 津貼主要用作同學交流團團費，只有極小部分用作交流物資費用。
O5	☑	有關承辦機構的組織安排*[如適用，請註明]* 是次中標者為“匯萃國際文化交流中心”。兩日一夜之行程均能按兩校所需，配合交流活動安排。
O6	☐	其他(請註明)：

交流參與人次：			
編號	☑	層面	交流參與人次
P1	☐	本校學生在香港與姊妹學校交流的人次	_____人次
P2	☑	本校學生到訪內地與姊妹學校交流的人次	_115_人次
P3	☐	本校學生參與交流的總人次	_____總人次
P4	☑	本校教師參與交流的總人次	_14_總人次
P5	☑	本校學校管理人員參與交流的總人次	_2_總人次

備註：

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G. Learning Support Grant for Secondary Schools

學校名稱： 瑪利諾神父教會學校

2025/26 學年學習支援津貼財政報告(修訂)

填寫日期： 9/2026

本學年撥款: 366789 (第一期撥款) (b) + 93131 (第二期撥款) (c) = **459920**

上學年結餘 (a): 54582.35

本學年可用金額合共: (d) 514502.35 *(*不用輸入)*

支出細項如下：

項目	金額($)	
1. 增聘全職教師( )位和/或兼職教師( )位	$ -	*(*不用輸入, 電腦會根據下表輸入的數額自動計算)*
2. 增聘教學助理(2)位和/或兼職教學助理( )位(包括輔導員)	$ 314,985.50	*(*不用輸入, 電腦會根據下表輸入的數額自動計算)*
3. 外購專業服務	$ 99,720.0	*(*不用輸入, 電腦會根據下表輸入的數額自動計算)*
4. *(非外購服務支出) 安排：如校本學習/共融文化活動、校本教師培訓及家校合作支援活動	$ -	*(*不用輸入, 電腦會根據下表輸入的數額自動計算)*
5. 購置學習資源	$ 74.0	*(*不用輸入, 電腦會根據下表輸入的數額自動計算)*
6. 其他：(請列明：_____)		*(如適用請輸入)*
總支出(e):	414779.5	

本學年年終累積津貼餘款:	99722.85	(f) = (d) - (e)	*(*不用輸入)*
餘款佔本學度撥款的百分比(%):	21.68%	(g) = (f) / [(b) +(c)] x 100%	*(*不用輸入)*

外購專業服務 (詳列)

項目	項目名稱 (A,B,C提供下拉式清單)			支援類別 (B,C,D提供下拉式清單)	服務目的 (例如:*入班支援、教材製作、推行融合活動、支援外購服務、收集學生數據、聯絡家長、教師及專業同工；提供文書行政支援等。)	外購服務機構名稱 (如適用)	推行時間 (包括活動/上課總時數或每小時所需的平均費用)	服務對象 (例如有特殊教育需要學生人數及其類別、教師、家長人數) (B, C, D提供下拉式清單)	表現指標評估方法 (如適用) (B, C, D提供下拉式清單)	成效檢討 (如適用) (B, C, D提供下拉式清單)	實際支出/平均支出	
A. 聘請人員資料 (分開填寫職位及人數,並按需要增刪相關欄位) (注意*如增刪欄位相應計算的項目數字可能有所不同, 請按需要加以調整)												
1	*(全職/兼職 教師)*		名	不適用	不適用	不適用	不適用	不適用	不適用	不適用	薪金:	
											強積金供款:	
											總數:	
2	*教學助理(兼職)*	2	名	不適用	推行融合教育，支援外購服務、收集學生數據、聯絡家長	不適用	不適用	全校有特殊教育需要學生及並其家長	不適用	不適用	薪金:	$ 299,986.19
											強積金供款:	$ 14,999.31
											總數:	**$ 314,985.50**
3	*教學助理(兼職)*		名	不適用	不適用	不適用	不適用	不適用	不適用	不適用	薪金:	
											強積金供款:	
											總數:	$ -

B. 外購服務 (請按需要增刪相關欄位，並更新總額的計算程式) (注意*如增刪欄位相應計算的項目數字可能有所不同, 請按需要加以調整)										
5	喜伴同行計劃	5 為有特殊教育需要學生提供的生涯規劃	為有需要的學生提供課外的額外小組訓練，提升他們整體的社會適應技巧及能力。	協康會	節數/次數： 12 次 每節時數： 1.5 小時 總時數 (*不用輸入)： 18 小時	特殊教育需要學生類別： *自閉症學生* 人數: 5	教師、學生、家長問卷	外購服務質素良好，學生能力得以提升	平均每小時費用: 費用總數:	$ -
6	讀寫訓練小組	4 讀寫訓練/學習支援	提升學生的學習適應能力，以及中文書寫的能力	Monoceros Academy Limited	節數/次數： 14 次 每節時數： 1.5 小時 總時數 (*不用輸入)： 21 小時	特殊教育需要學生類別： *特殊學習困難困難學生* 人數: 7	參加者意見	外購服務質素一般，學生進步不明顯	平均每小時費用: 費用總數:	$320.00 $ 6,720.00
7	高中課後學習技巧班	4 讀寫訓練/學習支援	提升學生的閱讀技巧能力	卓悅教育	節數/次數： 15 次 每節時數： 1.5 小時 總時數 (*不用輸入)： 22.5 小時	特殊教育需要學生類別： *自閉症學生* *注意力不足/過度活躍症學生* 人數: 4	參加者意見	導師表現專業，耐心引起學生學習動機	平均每小時費用: 費用總數:	$578.67 $ 13,020.00
8	專注力訓練小組	4 讀寫訓練/學習支援	專注力訓練	奇趣學習坊	節數/次數： 12 次 每節時數： 1.5 小時 總時數 (*不用輸入)： 18 小時	特殊教育需要學生類別： *注意力不足/過度活躍症學生* 人數: 7	參加者意見	導師表現專業，耐心引起學生學習動機	平均每小時費用: 費用總數:	$546.67 $ 9,840.00
9	社交訓練小組	4 讀寫訓練/學習支援	社交小組訓練班	奇趣學習坊	節數/次數： 12 次 每節時數： 1.5 小時 總時數 (*不用輸入)： 18 小時	特殊教育需要學生類別： *自閉症學生* *注意力不足/過度活躍症學生* 人數: 4	參加者意見	導師表現專業，耐心引起學生學習動機	平均每小時費用: 費用總數:	$480.00 $ 8,640.00
10	展能培訓	8 其他（例如：外購融合教育活動/透過外間機構聘請輔導員提供支援服務/未能分類）	1. 協助學校成立及培訓一支由特殊教育學生及其朋輩組成的團隊； 2. 透過工作坊及訓練日，培養參加者之良好個人素質，提升參加者的內省能力、領導才能、團隊精神、組織活動的技巧，推廣共融文化； 3. 透過組織、策劃不同形式的活動，發揮個人潛能，盡展所長回饋社會。	心.生命	節數/次數： 7 次 每節時數： 1.5 小時 總時數 (*不用輸入)： 10.5 小時	特殊教育需要學生類別： *自閉症學生* *全校學生* 人數: 25	機構提供的報告	訓練導師表現專業，能引導學生投入參與，學生進步明顯	平均每小時費用: 費用總數:	$4,523.81 $ 47,500.00
11	生涯規劃課程	8 其他（例如：外購融合教育活動/透過外間機構聘請輔導員提供支援服務/未能分類）	為學生提供選科的資訊及支援	童軍知友社	節數/次數： 1 次 每節時數： 小時 總時數 (*不用輸入)： 0 小時	特殊教育需要學生類別： *(下拉式清單，可選多項)* *自閉症學生* 人數: 4	參加者意見	導師表現專業，耐心引起學生學習動機	平均每小時費用: 費用總數:	#DIV/0! $ -
12	言語治療服務 (NGO)	8 其他（例如：外購融合教育活動/透過外間機構聘請輔導員提供支援服務/未能分類）	提升學生的語言能力	香港專業言語治療所	節數/次數： 4 次 每節時數： 5 小時 總時數 (*不用輸入)： 20 小時	特殊教育需要學生類別： *特殊學習困難困難學生* 人數: 16	參加者意見	導師表現專業，耐心引起學生學習動機	平均每小時費用: 費用總數:	$700.00 $ 14,000.00

D. 購置學習資源 (請按需要增刪相關欄位，並更新總額的計算程式) (注意*如增刪欄位相應計算的項目數字可能有所不同, 請按需要加以調整)											
24	活動物資	8 其他（例如：外購融合教育活動/透過外間機構		不適用	N/A	全校 有特殊教育需要學生	(下拉式清單)			費用總數:	$ 74.00
25				不適用		全校 有特殊教育需要學生	(下拉式清單)			費用總數:	
										總額	$ 414,779.5

H. Enhanced Support Service for Non-Chinese Speaking (NCS) Students

Maryknoll Fathers' School

Report of Grant for Supporting Non-Chinese Speaking Students with Special Educational Needs (NCS-SEN Grant) 2025-2026

Items	PARTICULARS	2526 Budget Amount	Remarks
1	NCS+SEN撥款	106,769.00	
		106,769.00	

Items	PARTICULARS	2526 Expenses	
1	Teaching Assistant 1 [Part time]	19,900.00	Job description of the teaching assistants:
2	Teaching Assistant 2 [Part time]	12,100.00	**Targeted Coaching & Academic Support:** To provide personalized, one-on-one coaching for the Special Educational Needs (SEN) student, breaking down complex learning tasks into manageable steps to enhance their academic confidence and engagement.
3	Teaching Assistant 3 [Part time]	2,400.00	
		34,400.00	
			Social Integration & Relationship Building: To facilitate the student's integration into classroom dynamics by active coaching during group work, helping them build positive peer relationships and develop essential social communication skills.
			Cultural & Structured Lunchtime Activities: To design and run tailored lunchtime activities centered around Chinese culture, providing a structured yet engaging environment for the student to learn cultural
	Total Income	106,769.00	
	Balance	72,369.00	The grant was disbursed to the school in March 2025 with a 12-month utilization period; consequently, all remaining funds were fully utilized by March 2026, as detailed in the 2026–2027 Annual Plan