



Annual School Report

2024-2025

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Our School

1.1 School Mission

Founded in 1967, C.C.C. Kung Lee College has been committed to offering students a diverse and relevant curriculum that meets the evolving needs of society. In response to educational reforms over the years, the College transitioned to a senior secondary school under the Direct Subsidy Scheme (DSS) in September 2003, focusing primarily on senior secondary education.

To provide students with a comprehensive six-year secondary school experience, Kung Lee College underwent a significant transformation. Since September 2022, the College has introduced a junior secondary programme starting at Secondary One, with English as the medium of instruction. The extended senior secondary programme has been thoughtfully designed to align with the structure and features of the new junior secondary curriculum.

The College remains steadfast in its commitment to offering quality education while upholding the vision of its School Sponsoring Body, The Hong Kong Council of the Church of Christ in China (HKCCCC): “Together we nurture fullness of life; Hand in hand we witness the love of Christ.” Guided by our school motto, “Discern the truth, act in justice,” we strive to nurture students in six key areas of development: moral, academic, physical, social, aesthetic, and spiritual education. By integrating Christian Education, Moral and Civic Education, and Life Planning, we aim to foster holistic development, helping students build resilience, explore their inner selves, and adopt an optimistic, positive, and forward-looking mindset.

Our dedicated teaching team will continue to drive curriculum innovation, enhance the quality of teaching and learning, and provide exceptional education. By identifying and nurturing each student’s unique talents and potential, we aim to prepare them to face the challenges of the future with confidence and purpose.

1.2 School Profile

Sponsoring Body: The Hong Kong Council of the Church of Christ in China (HKCCCC)

Founding and Transformation Year: Founded in 1967, transformed into a DSS school in
September 2003

School Type: Direct Subsidy Scheme Secondary School

School Motto: Discern the truth, act in justice

Note: Originating from The Doctrine of the Mean: "Confucius said: Study extensively, inquire thoroughly, think carefully, discern clearly, and practice earnestly."

School Address: 17 Tai Hang Drive, Causeway Bay, Hong Kong

1.3 School Management

1.3.1 Incorporated Management Committee (IMC)

The school established its Incorporated Management Committee (IMC) in September 2007, enabling collaborative governance by various stakeholders. The IMC comprises 15 members, including professionals from education, religion, business and other sectors, as well as alumni, parent, and teacher representatives, who collectively oversee the school's operations and development.

1.3.2 Governance Review Subcommittee

Formed in the 2014 academic year, the Governance Review Subcommittee assists the IMC in monitoring school operations. It conducts phased reviews in three areas: human resources management (including staff remuneration and promotions), finance and information management, and scholarships and fee remission, providing recommendations to the IMC.

1.3.3 Internal Structure

The school features an Administrative Management Committee and Administrative Staff Meetings to assist the Principal in implementing policies. Departmental and subject group meetings further support school affairs.

IMC Managers

	Sponsoring Body Supervisors / Managers	Principal	Parent Managers	Teacher Managers	Alumni Managers	Independent Managers
2024-2025	8	1	2	2	1	1

Governance Review Subcommittee Members

	Manager Representative	Members with Accounting and Financial Management Experience	Principal
	Chairman	Committee	In Attendance
2024-2025	1	2	1

1.4 Campus Facilities

The school building spans eight floors, with 27 classrooms and 19 special rooms. Current special facilities include: science laboratory, chemistry laboratory, biology laboratory, physics laboratory, teaching kitchen, multimedia learning center, fashion, clothing and textiles room, art and design gallery, visual arts room, lecture room, campus TV production room, library, music room, civic education room, worship center and mini concert hall and band room.

Additional facilities comprise two playgrounds, school history gallery, main hall, mini hall, conference room, staff room, social worker room, student support center, hanging garden, etc. The entire school is equipped with air-conditioning, computer networks, teaching computers, projectors, and other digital facilities, along with comprehensive security systems.

1.5 Class Structure

The class structure for the 2024-2025 academic year approved by the Education Bureau is as follows:

							Total
Form	S.1	S.2	S.3	S.4	S.5	S.6	12
Class No.	2	2	2	2	2	2	

1.6 Curriculum Offered

1.6.1 Junior Secondary Curriculum (S.1 to S.3, with English as the Primary Medium of Instruction - New Curriculum)

- **S.1 to S.3 Subjects:** Chinese Language, English Language, Mathematics, Other Languages (e.g., Spanish and Japanese), Integrated Science, Chinese History, Social Sciences, Citizenship, Economics and Society, Information Technology, Creative Arts, Integrated Society and Health Sciences, Performing Arts
- **Others:** Physical Education, Life Education
- **School-based Learning:** Entrepreneurship Education

1.6.2 Senior Secondary Curriculum (Secondary 4 to 6, with Secondary 4 English Curriculum to Commence in 2025-2026)

- **Hong Kong Diploma of Secondary Education Subjects:** Chinese Language, English Language, Mathematics, Citizenship and Social Development, Tourism and Hospitality Studies, Business, Accounting and Financial Studies, Visual Arts, Information and Communication Technology, Technology and Living (Fashion, Clothing and Textiles), Economics
- **Others:** Physical Education, Life Education
- **School-based Learning:** Life Planning, Experiential Learning
- **External Applied Learning Courses (ApL)**

Our Teachers

2.1 Number of Teachers Over the Past Three Years (Full-time Teachers)

All teachers hold university degrees, with approximately 60% having attained a master's qualification. The teaching staff have an average of ten years of teaching experience. In addition, the school is supported by a dedicated team comprising a career and guidance officer, two student development assistants, a teaching assistant, two school social workers, and an assistant librarian.

Our Learning and Teaching

The school upholds a humanistic education philosophy. In this academic year, with "Strengthening Curriculum Leadership" and "Promoting Diversified Authentic Learning" as dual axes, we are committed to enhancing student learning effectiveness and future adaptability, cultivating them as lifelong learners ready for challenges.

In curriculum leadership, we prioritise teacher professional development through systematic training to deepen pedagogical expertise and subject knowledge. In the 2024-2025 school year, we actively promoted cross-departmental collaboration and strategic dialogues to refine curriculum planning, team building, and teaching practices.

Subject heads demonstrate professional leadership through regular exchanges and practical sharing, optimising departmental meetings and co-planning mechanisms. Addressing students' diverse needs, teaching teams collaboratively develop specific strategies and regularly review learning outcomes. Through continuous feedback and dynamic adjustments, we not only refine curriculum design and methods but also stimulate student motivation and elevate overall performance.

We also actively promote diversified learning modes, encouraging knowledge exploration via various channels, such as project-based learning, field trips, drama performances, reading programmes, thematic lectures, and authentic learning experiences.

In personalised learning, students set goals based on interests and abilities for autonomous exploration, enhancing motivation. Simultaneously, we advance interdisciplinary learning, guiding students to integrate knowledge and skills across subjects for comprehensive development.

Overall, through "Strengthening Curriculum Leadership" and "Promoting Diversified Authentic Learning," the school creates a more personalised and diversified learning environment, supporting holistic growth and equipping students to confidently face future challenges.

3.1 Student Reading Habits

The school has consistently emphasised fostering reading habits through student reading programmes to promote autonomous learning. In the 2024-2025 school year, with the implementation of an optimised reading incentive scheme, student borrowing volumes increased significantly. There is a 92% rise from the previous year for the total borrowings (excluding renewals or duplicates).

For junior secondary students, the average borrowings per student rose from 2.6 books per year to 5 books, showing marked growth.

Among the three junior levels, Secondary 1 students' average borrowings increased from 2.8 books in the first semester to 3.1 in the second, an 11% rise. Annually, Secondary 1 averaged 6 books per student, leading the school. Secondary 2 and 3 averaged 5.3 and 5.4 books, respectively.

To further enhance the reading atmosphere, the library, in addition to the existing "Green Reading Zone," optimised the environment by adding thematic book zones and launching recommendations for excellent and new books.

Additionally, a "Chinese Culture Pavilion" was established near the library entrance, displaying books and installations related to the Forbidden City and traditional Chinese attire, including Chinese history, geography, philosophy, Tang poetry, Song lyrics, and classics, to boost interest in Chinese culture. The lower level features a "Rediscovering Hong Kong" zone with books on Hong Kong's history, geography, and pictorial collections, aiding deeper understanding of Hong Kong's multifaceted aspects and guiding focused reading.

Furthermore, a "Book Reading Corner" was added to the junior secondary lounge, allowing easy access to books for relaxed reading, further nurturing habits and creating a positive campus reading culture.

3.2 Other Learning Experiences Activities

The school offers diverse "Other Learning Experiences" opportunities to promote holistic student development in a challenging yet caring environment. These experiences feature three key aspects:

3.2.1 Providing a Caring Campus Life to Build Positive Life Views

The school delivers comprehensive and diversified co-curricular activities, enabling students to showcase talents, cultivate interests, teamwork, leadership, and organisational skills. This year's regular activities span arts, sports, interests, moral and civic education, and Life Planning, broadening horizons, fostering positive attitudes, empathy, and responsibility to develop good citizenship.

3.2.2 Unlocking Student Potential and Boosting Confidence

Various activities and competitions, such as inter-class events, sports and arts contests, and club activities, help students discover potentials and expand perspectives.

To encourage active participation, the school establishes multiple awards, enhancing confidence, sense of honor, and school belonging.

3.2.3 Providing Experiences Related to Further Studies and Careers

Through institutional and university visits, career-related seminars, Finland and mainland study tours, students gain comprehensive insights into workplace requirements and local/overseas education options.

Support for Student Development

Continuing its focus on holistic growth, the school provides support in learning, future planning, family, interpersonal relations, and emotional well-being to address student concerns. The support team includes guidance teachers, SEN coordinators, SEN staff, student development officers, educational psychologists, and school social workers. Additionally, external organisations like Tung Wah Group of Hospitals' Jockey Club Growth Centre offer outreach programmes with group activities for self-awareness and counselling. The school successfully applied for the Narcotics Division's "Dare to Move Against Drugs" programme, organising diverse activities to strengthen anti-drug prevention and promote healthy lifestyles.

This year, the school continued collaboration with Tung Wah Group of Hospitals' Mindful Haven on the "Healthy Sun Power" healthy campus programme, building healthy life concepts and resilience through over ten activities, including adventure training, educational exhibitions, and leadership workshops.

An educational psychologist was engaged for assessments, counselling, and extended clinical psychological support for emotionally distressed students.

The school supports comprehensive growth via systematic extracurricular activities, embodying the 6Cs: critical thinking, collaboration, communication, creativity, citizenship, and character. In experiential and physical development, adventure days, barbecue days, and intra-school competitions were arranged to help students build confidence and teamwork. Academically, English drama, project-based learning, and creative workshop enhance creative thinking, expression, and collaboration. For Life Planning, "Career Sparkle" seminars, visits, and workshops aid future exploration. Health education includes vaccination programmes and St. John Ambulance first-aid courses, fostering health awareness and self-help skills. These activities encompass cognitive, affective, and behavioral development for holistic growth.

4.1 Parent-Teacher Association, Alumni Association, and Church-School Ministry

We appreciate the support from the Parent-Teacher Association (PTA) and Alumni Association, with representatives on the IMC to voice opinions and aid development. Both establish scholarships to encourage diversified progress.

4.1.1 Parent-Teacher Association (PTA)

The PTA sponsors and co-organises activities in sports, arts (e.g., "Paint Beautiful Hong Kong" mural, lantern design), parent seminars, and festive events (e.g., Christmas barbecue, Chinese New Year gatherings, poon choi banquets), with active parent participation.

4.1.2 Alumni Association

In December 2024, the Alumni Association hosted the "Reunion Banquet" with barbecue and gatherings for alumni from various years, hoping for increased participation.

We will continue close collaboration with parents, alumni, and the school community to build Kung Lee as a family.

4.1.3 Church-School Ministry

Adhering to the sponsoring body's "Evangelism and Service" mission, the school promotes Christian love and life of faith through religious activities and church-school partnerships.

This year, the Religious Studies team collaborated with Life Education on weekly sessions with life mentors from church for student engagement and spiritual care. We extend our gratitude to the supporting churches.

Regular student assemblies, morning assemblies, and festive gatherings for Christmas and Easter feature evangelical meetings and life testimonies to deepen understanding of Christian faith and its life impact.

4.2 Life Planning Activities

From 2020/2021 to 2024/2025, the school participated in the Jockey Club "CLAP@JC" programme's "Hong Kong Benchmarks for Career and Life Development Self-Assessment Scheme" to implement and optimise school-based career development, clarifying student life directions. Through sister school networks, experiences are shared, with mutual visits and joint activities.

Starting from 2022-2023, the school has become a resource school network coordinator to enhance student career awareness and life planning, sharing experiences effectively.

This year, senior secondary classes (S4-S6) incorporated one weekly life planning lesson to prepare for further studies and employment. Students were encouraged to attend university information days for programme and pathway insights.

Continuing from last year, via St. James' Settlement's "IMPROVED Youth Career Blueprint Planning," industry professionals shared updates, covering entrepreneurship conditions and challenges. Parent workshops introduced life planning concepts and parental roles.

4.2.1 2024-2025 Activities

Date	Activities	Target Group
24 October 2024	Human Library: Guest Sharing on Entrepreneurship Experience	Senior Secondary
November to December 2024	Hok Yau Club "Hong Kong Mock DSE 2024-2025"	S.6
4 December 2024	Subject Selection Workshop I: Understanding Personal Career Personality Types	S.3
5 February 2025	Subject Selection Workshop II (Dreams Come True): Establishing Career Orientation	S.3
26 February 2025	Goal Setting Workshop	S.1
25 March 2025	Parent Seminar: Understanding Life Planning	All Parents
May to June 2025	Broadening Life: Providing Life Planning Skills and Information for Students with Special Learning Needs	S.3
May to June 2025	Workshop: Deepening Parent Understanding of Children for Better Planning and Communication	Junior Secondary

Student Performance

5.1 Awards in External Competitions

Date	Competition / Activity	Class	Awardees	Awards/ Remarks
20/07/2024	《Jeune Pinceau》 International Young Artist Competition	2A	Wong Ching Yin	Sélection du jury《espoir》 (藝術前途獎)
03/10/2024	Inter-School Swimming Competition 2024-2025 Division Three (Hong Kong Island)	3A	Zhou Xiaolin	50m Breast Stroke Silver Medal 100m Breast Stroke Silver Medal
20/10/2024	39th New Territories Inter-District Water Sports Games	3A	Zhou Xiaolin	50m Breast Stroke Bronze Medal 100m Breast Gold Medal
27/11/2024	6th Hi-Five Student Engagement Award Scheme	-	C.C.C. Kung Lee College	Honorary Award
30/11/2024 -1/12/2024	The 23rd RBSC Invitational Swim Meet 2024 (Overseas Competition – Thailand)	3A	Zhou, Xiaolin	Gold medal - 1 Silver medal – 2 Bronze medal - 3
18/11/2024 -18/12/2024	76th Hong Kong Schools Speech Festival (2024) (Chinese Speech)	1A 1A 1B 3B 3B	Zhou Tongyan, Yu Chenzhou, Tang Yee Lam, Tang Chuk Yu, Yip Pak Ting	Merit
18/11/2024 -18/12/2024	76th Hong Kong Schools Speech Festival (2024) (English Speech)	3B	Tang Chuk Yu	Third place
16/2/2024	“Basic Law Promotion: Let’s Participate Together” Primary and Secondary School	3A 3B	S3 Students	Champion
12/4/2025	21st Hong Kong Inter-School Sports Dance Open Competition (Individual Category) Rumba, Line Dance, Chachacha, Trio Chachacha, Samba & Two-Step Samba	2A	Wong Ching Yin	Second Place – 3 Third Place – 1 Fifth Place – 2 Sixth Place - 1

Date	Competition / Activity	Class	Awardees	Awards/ Remarks
15/4/2025	National Security Education Day “My Notion of National Security” Writing Competition	2B	Yuan Xuqing	Merit
26/4/2025 & 24/5/2025	Long Course Swimming Competition	3A	Zhou, Xiaolin	Silver medal – 2 Bronze medal - 2
2/5/2025	2025 Online Quiz Competition	2B 3B 2A 3A	Ng Cheuk Kiu Kong Tsz Ching Law Tsz Yin Wan Yeuk Ching Lam Jing Yi Lu Yabing Yu Lok Hin	First Prize Second Prize
3/5/2025	13th C.C.C. Inter-School Scrabble Tournament	3A	Kwok Lok Wai	Best Player
10/5/2025	Joint School Rummikub Competition	3A	Law Tsz Yin Wu Chung Kei	Outstanding Group Award – 1 Third Place – 1
10/5/2025	Inter-school Three-on-Three Basketball Championship (Men's Division)	4A 6A	Yeung Yuk Yiu Poon Chun Ip Leung Hiu Fung Tam Tsz Hin	Merit
7/6/2025	13th University Literature Award 2024-2025	3B	Zhang Chengxi	Young Writers Award
30/6/2025	C.C.C. Inter-School “Kahoot!” Challenge	2B 3A 3A	Yu Sze King Lo Nga Man Lui Tsin Suen Lui Tsin Suen	Team Prize Champion & Team Round Prize Best Player

Major Concerns (Achievements, Reflections, Feedback, and Follow-up)

6.1 Major Concern 1: To consolidate positive education and enhance students' self-planning skills

Achievements
1. To consolidate character education through the development of students' responsibility and collaboration skills ● We have organised multiple online seminars for teachers and parents, covering topics such as "Three Essential Aspects of Internet Media Culture," "Unveiling the Smartphone Charging Trap," "Secrets to Inspiring a Growth Mindset in Students," "Practicing Positive Discipline at Home through Nonviolent Communication," and "How to Assist Children in Overcoming Setbacks to Achieve Success." These initiatives foster a collaborative effort between home and school to nurture students' sense of responsibility and collaborative abilities. ● The Life Education curriculum, weekly assemblies, and post-activity reviews have integrated self-reflective learning, aiding students in examining their own behaviors and attitudes. ● Over 80% of teachers and parents, along with 70% of students, agree that the implementation of related projects contributes to the development of students' sense of responsibility, collaborative skills, and reflective abilities. ● According to the 2024-2025 Assessment Programme for Affective and Social Outcomes (APASO) data, our students scored higher than the Hong Kong norm (Q value:100) in areas such as "Honesty (Honest Behaviour)" (Q value: 103). ● According to the 2024/25 "Assessment Programme for Affective and Social Outcomes (APASO)", students' performance in national identity recognition is as follows: - Responsibility and Obligation: Q-score of 116 - National Identity Recognition (Pride and Care): Q-score of 116 - National Identity Recognition (National Flag and Anthem): Q-score of 116 - National Identity Recognition (Achievements): Q-score of 116 All self-assessment scores are above the Hong Kong average (Q-score of 100), reflecting the effectiveness of the school's teaching and learning activities in fostering students' national identity. ● In the 2024-2025 Teacher Stakeholder Survey (5-point scale), teachers rated the following items highly, showing improvement compared to previous years: - The school effectively utilises data to evaluate the effectiveness of student growth support services and provides feedback for planning (Mean score: 4.2).

- The school assists students in developing interpersonal skills and attitudes, such as respecting others and showing empathy (Mean score: 4.3).
 - In the 2024-2025 Student Stakeholder Survey (5-point scale), students expressed positive responses, with data indicating improvement from previous years:
 - The school helps us cultivate good character both inside and outside the classroom (Mean score: 3.8).
 - My classmates and I help each other and get along well (Mean score: 3.8).
 - In the 2024-2025 Parent Stakeholder Survey (5-point scale), parents rated the following items highly:
 - The school helps my child develop good character (Mean score: 4.2).
 - The school teaches my child how to interact with others, such as respecting others and being considerate (Mean score: 4.1).
2. To develop social and emotional intelligence through the enhancement of emotional management skills, communication skills, and the establishment of harmonious relationships
- To advance students' emotional intelligence and strengthen emotional management, the school has implemented the following strategies, yielding positive results:
- Themes on emotional management have been incorporated into weekly assemblies and homeroom sessions, helping students learn to understand and express their feelings.
 - Enhanced class management planning has fostered a positive and uplifting learning atmosphere.
 - A variety of activities, including sports, music, and arts, have been organised to promote students' emotional well-being.
 - Group and individual counselling support has been provided, along with adventure activities and team competitions, to help students enhance their communication skills and cultivate harmonious interpersonal relationships.
 - Parent seminars and workshops have been held to promote collaboration between home and school, further supporting students' emotional management development.
 - According to the 2024-2025 Student Affective Development (APASO) data, the school has performed above the Hong Kong norm, reflecting significant progress in students' emotional management and interpersonal relationships. Students' self-assessment scores in emotional health (No Anxiety, Depressive Symptoms) (Q value: 108) also exceed the average level among Hong Kong secondary schools (Q value: 100).
 - In the 2024-2025 Stakeholder Survey report (5-point scale), students expressed a positive attitude towards the school, with a mean score of 4.0, indicating their recognition of the school's creation of a supportive learning environment that promotes

emotional stability.

- In the same survey, over 80% of parents (mean score: 4.0) agreed that their children have learned to manage stress, while more than 70% of students (mean score: 3.8) responded positively to this aspect. Related data on interpersonal relationships were also favourable, with parents and students' self-assessment averages at 4.1 and 3.8, respectively. Over 90% of teachers affirmed that the school effectively helps students develop interpersonal skills and attitudes, such as respecting others and showing empathy, with a mean score exceeding 4.3.
- According to the school's self-evaluation survey and the 2024-2025 APASO data, students self-assessed score in "Meaning in Life" (Q-value of 110) exceeded the Hong Kong average (Q-value of 100), reflecting that students generally believe they lead healthy and meaningful lives.
- According to the 2024-2025 Stakeholder Survey Report (on a 5-point scale):
 - Over 70% of parents (mean score: 4.0) agreed that their children practice a healthy lifestyle, such as maintaining regular routines, engaging in moderate exercise, and knowing how to manage stress.
 - More than 70% of students (mean score: 3.8) also gave positive feedback regarding their self-assessed health practices.

These results illustrate that the school effectively supports students in developing healthy lifestyles through its curriculum and diverse activities.

- The school received positive evaluations during review meetings with relevant departments, confirming the effectiveness of these measures.
3. To promote life planning through the development of students' self-planning skills
- The school has successfully implemented the "Jockey Club CLAP (Career and Life Adventure Planning) Programme," providing comprehensive Life Planning support for students.
 - Students have been arranged to participate in entrepreneurship education camps and study tours, enabling them to gain hands-on experience and explore entrepreneurial knowledge and career options. For instance, this year, students visited Finland to engage in related activities.
 - In terms of personal counselling, the VASK programme offers personalised support to help students understand their abilities and develop individual learning goals and directions.
 - Additionally, the school encourages reflective learning, enhancing students' planning abilities and their clarity about future directions.
 - According to the annual report from the Life Planning Team, the relevant projects received positive evaluations, demonstrating significant effectiveness in improving

students' Life Planning and self-planning abilities.

- In a school-based survey, over 70% of teachers and students agreed that the relevant projects contribute to enhancing students' self-planning skills.
- In the 2024-2025 Stakeholder Survey report (5-point scale), approximately 70% of students (mean score: 3.6) agreed that, through the learning opportunities arranged by the school (including extracurricular activities), they can develop their interests and life skills. Over 80% of parents acknowledged that the school effectively helps their children address growth-related challenges, such as physical and mental development, friendships, and academic issues (mean score: 4.0).
- Reports from review meetings with relevant departments indicate unanimous recognition of the school's efforts in promoting Life Planning.
- According to the 2024-2025 Stakeholder Survey (on a 5-point scale):
 - Over 80% of parents agreed (mean score: 4.0) that the school effectively helps their children develop interests and life skills, expanding their generic competencies.
 - Additionally, more than 60% of students (mean score: 3.6) stated that the learning opportunities arranged by the school (including extracurricular activities) helped them develop personal interests and practical skills.
- According to the 2024-2025 Stakeholder Survey Report (on a 5-point scale):
 - About 70% of students agreed (mean score: 3.6) that school-arranged learning opportunities (including extracurricular activities) helped them develop interests and life skills.
 - More than 80% of parents agreed (mean score: 4.0) that the school effectively helped their children solve growth-related challenges, such as physical and mental development, friendships, and academics.

The school has been recognised by students and parents for its efforts in life planning, offering various opportunities to support students' growth and development.

Reflection

1. To consolidate character education through the development of students' responsibility and collaboration skills
 - Several parent-teacher seminars have been organised on topics such as "Internet Media Culture" and "Smartphone Charging Traps," which received positive feedback. However, some participants noted a lack of interactivity, suggesting that future improvements are needed.
 - Non-formal learning activities have effectively helped students cultivate a sense of responsibility and collaboration. Both teachers and students expressed a desire for more diverse volunteer services and leadership training activities.
 - While self-reflection elements have been incorporated into the Life Education curriculum, weekly assemblies, and post-activity reviews, students' reflections tend to be superficial and short-sighted, with limited connections to group, societal, and national contexts. There is a need to deepen the level of reflection.
2. To develop social and emotional intelligence through the enhancement of emotional management skills, communication skills, and the establishment of harmonious relationships
 - According to the 2024-2025 APASO data, students have demonstrated good overall progress in emotional management and harmonious interpersonal relationships, indicating the effectiveness of the school's related measures.
 - However, data reveals that some students exhibit a slightly below-average sense of "school belonging." This may relate to the challenges faced by new students in adapting to campus culture and integrating into school life, necessitating more targeted support.
 - The school's initiatives have received strong recognition from stakeholders, with over 80% of teachers, parents, and students believing that the relevant projects help alleviate stress and promote harmonious relationships. However, ongoing improvements and optimisation of emotional development and campus engagement based on individual student needs are essential, requiring substantial resource investment.
3. To promote life planning through the development of students' self-planning skills
 - In the 2024-2025 Stakeholder Survey (5-point scale), students expressed positive recognition regarding the following items:
 - Their ability to set learning goals (mean score: 3.6), which is consistent with last year's data but higher than the 2022/2023 mean score of 3.3, indicating sustained progress in related areas.

- This year, the school arranged an exchange programme to Finland, allowing students to gain in-depth insights into local culture, education, and the innovation and technology industry. Most students felt the activity broadened their horizons; however, participation numbers were limited, indicating a need for more resources to arrange diverse activities both locally and abroad.
- Overall, while life planning measures have begun to show results, the breadth of existing activities and personalised support still require further enhancement to better meet the diverse needs of students.

Feedback and Follow-Up

1. To consolidate character education through the development of students' responsibility and collaboration skills

- It is recommended to further enhance the interactivity and participation of workshops in the coming year.
- Arrange a wider variety of volunteer services and leadership training. In the 2025/2026 school year, the establishment of the "Interact Club" and the "Traffic Safety Team" will facilitate student engagement in volunteer activities, helping them cultivate a sense of responsibility, collaboration, and reflection through practical experience. Additionally, the school plans to participate in the Education Bureau's "Civic Education Ambassador" programme next year, which will deepen students' character education through voluntary guided tours and civic education promotion activities.

2. To develop social and emotional intelligence through the enhancement of emotional management skills, communication skills, and the establishment of harmonious relationships

The school has adopted a multi-layered strategy to promote emotional intelligence development and enhance students' emotional management abilities, achieving recognition reflected in the overall improvement of students' emotional health and interpersonal skills. Moving forward, it is suggested to deepen relevant programmes to comprehensively promote students' emotional development and harmonious interaction abilities.

- Expand resources to strengthen individual and group counselling, providing professional support to help students manage their emotions effectively.
- Deepen collaboration with social welfare organisations to increase the scale and frequency of emotional management workshops, benefiting more students.
- Optimise classroom management strategies, from lesson management to group collaboration, creating a more positive learning and communication environment to help students build harmonious relationships.

- Plan diverse team activities and competitions, including adventure experiences, team contests, and class group projects, particularly targeting new students to enhance their sense of belonging and participation in the campus community.
- It is recommended to strengthen the reflection component for students after activities and maintain teacher observation records, continuously evaluating the effectiveness of relevant programmes to further refine support strategies for emotional management and interpersonal relationships.

3. To promote life planning through the development of students' self-planning skills

The school has made significant progress in promoting life planning, and future efforts will focus on deepening relevant programmes to continuously enhance students' self-planning abilities and their understanding of future directions.

- Continue collaborating with social welfare organisations to participate in relevant programmes, providing students with comprehensive and multi-layered support, including psychological counselling, career guidance, and personalised advisory services.
- Expand resources to arrange more diverse domestic and international exchange activities, such as visits to various industry-related institutions, to help students explore their interests and abilities while establishing clear learning and career goals.
- Strengthen students' reflective abilities by incorporating structured reflection sessions after each activity, such as requiring students to write personal learning reflection reports and setting goal-planning activities to help them solidify their learning and apply it to practical planning.
- Continue participation in the "Growing Together with China Merchants" programme and other life planning initiatives organised by various institutions, providing students with more personalised life planning advice and resources, enhancing the clarity and feasibility of their future goals.

6.2 Major Concern 2: To promote personalised learning and diversified learning

Achievements
1. To enhance learning effectiveness by reinforcing curriculum leadership ● Relevant professional training programmes for teachers have been successfully completed as planned, with approximately 94% of teachers providing positive feedback in the school-based survey regarding the effectiveness of the training and initiatives, significantly exceeding the 70% success indicator. ● About 88% of teachers responded positively to collaborative lesson planning, classroom observations, and follow-up assessments, effectively feeding back into teaching strategies and promoting student learning outcomes, thus achieving the relevant success indicators. ● In the 2024-2025 Teacher Stakeholder Survey, teachers rated the following items at 4.3 or above (5-point scale), showing improvement compared to the previous year: - Professional development activities scored an average of 4.4, with teachers believing these activities align with school development and student needs. - Learning assessment methods received a mean score of 4.4, with teachers agreeing on their effectiveness in evaluating student performance. - Teachers positively rated the leadership and support provided by subject group heads in implementing school policies, collaboration, and departmental development, with mean scores also reaching 4.4 or above. ● According to subject department meeting records and stakeholder survey data, there has been an increase in teachers' recognition of curriculum leadership and professional development support in planning, continuous implementation, and review (PIE), positively impacting student learning outcomes. ● Overall, in the 2024-2025 academic year, students rated their learning experience at 3.7, an increase from the average of 3.3 in the 2022/2023 academic year. ● In the 2024-2025 Student Stakeholder Survey (5-point scale), approximately 70% of students positively acknowledged the following items: - I understand how to utilise learning methods, such as pre-class preparation, concept mapping, and online resources (mean score: 3.8). - I frequently reflect on and improve my learning based on classroom performance, test scores, and teacher feedback, such as assignment comments (mean score: 3.8).

- In the same survey, over 70% of parents positively acknowledged their children's learning experiences:
 - My child is proactive in learning (mean score: 4.0).
 - My child has a strong interest in learning (mean score: 3.9).
2. To promote diversified learning and facilitate personalised learning
- Approximately 94% of teachers and 70% of students provided positive evaluations in the school-based survey regarding the effectiveness of promoting diverse learning and facilitating personalised learning.
 - About 70% of subject groups reported in meetings that they effectively utilised online assessment platforms to evaluate student learning, using assessment analysis to inform teaching strategies and promote personalised learning.
 - According to the 2024–2025 APASO data, students achieved a Q-value of 104 in Learning (Self-Monitoring), and 116 in both Reading (Leisure Reading Time) and Post-Lesson Co-curricular Activities (School-organised Activities) — all above the Hong Kong mean score of 100. Based on self-evaluation results, around 70% of students reported that they frequently read extracurricular books, while 70% of parents agreed that their children enjoy reading, reflecting the school's effective promotion of a reading culture.
 - The 2024–2025 Stakeholder Survey results (using a 5-point scale) showed that over 60% of students indicated they know how to set learning goals (mean score 3.6), and about 70% reported effective use of learning strategies such as previewing and concept mapping (mean score 3.8). These findings demonstrate that students are able to reflect on their learning processes and outcomes, developing into self-directed learners with a broad knowledge base. Meanwhile, approximately 75% of parents believed that their children show strong interest in learning (mean score 3.9) and take initiative in their studies (mean score 4.0).
 - The school has systematically integrated diverse learning activities into regular classroom teaching, including group discussions, peer assessments, case studies, and project-based learning, to cultivate students' critical thinking, collaboration, and communication skills. According to student survey results, nearly 70% of students (mean score 3.7) reported that teachers often arrange varied learning experiences such as class discussions, visits, reading sharing sessions, and oral presentations. Similarly, about 70% of students (mean score 3.8) indicated that they regularly reflect on their learning progress and performance through classroom participation, assessment results, and teacher feedback (such as comments on assignments).

These findings collectively demonstrate that the school provides rich and diversified learning opportunities that promote students' holistic development, encouraging them to cultivate self-reflection habits and continuously strive for personal and academic growth.

3. To cultivate students' innovation, autonomous learning and 6C attributes through entrepreneurship education

- Planned activities for Entrepreneurship Education Learning Month have been successfully conducted (including the Finland Innovation and Entrepreneurship Cultural Exchange Programme, the EdUHK Lunar New Year Fair, and the Leadership Training Camp).
- Approximately 71% of teachers and students in the school-based survey positively evaluated the support from industry mentors, real-world business experiences, and related entrepreneurship education initiatives, which contribute to promoting students' innovative thinking and establishing core competencies of autonomous learning and the 6Cs.
- Subject groups positively reported that relevant entrepreneurship education projects help promote students' innovative thinking and establish autonomous learning and 6Cs core competencies.

4. To enhance English learning by developing Language Across the Curriculum (LAC) in the Junior Secondary Curriculum

- The relevant plans have been implemented according to schedule.
- About 83% of teachers and 70% of students agree that the relevant plans help enhance English proficiency.
- Both teachers and students positively evaluated the LAC programme, considering it effective in creating an interdisciplinary English learning context that enhances interest and ability in learning English.
- The English and Mathematics departments jointly participated in the University of Hong Kong's professional training programme—"Establishing and Supporting a Learning Circle for Secondary Schools Using English as the Medium of Instruction for the Key Learning Area of Mathematics Education"—to strengthen teacher professional training and improve students' English language abilities.

Reflection

1. To enhance learning effectiveness by reinforcing curriculum leadership

- Following the addition of new middle-level staff to the team, while they have demonstrated a positive attitude, further refinement in communication and collaboration is needed. It is recommended to establish a more comprehensive communication platform to enhance team collaboration efficiency.
- Middle leadership has shown improvement in planning, implementation, and evaluation (PIE) capabilities; however, targeted training should continue, particularly to further develop subject panel heads' professional skills in curriculum design and implementation, thereby enhancing student learning outcomes.
- Existing training resources are dispersed, leading to some subject groups or departments not fully utilising them. It is advisable to consolidate existing training resources and share them in a systematic manner to promote broader application and support key developments in teaching and curriculum.

2. To promote diversified learning and facilitate personalised learning

- Some newly recruited teachers need to enhance their professional skills in using electronic learning platforms and adaptive learning strategies. It is recommended to strengthen relevant training for these teachers to better support the implementation of diverse and personalised learning.
- The application of electronic learning has shown preliminary success in some subjects; however, strategies and resources need to be integrated further as it expands to more subject areas to enhance student motivation and autonomous learning capabilities.
- Discussions have been held during form meetings regarding student support follow-up matters, but there is a need to strengthen communication and coordination among teachers and regularly review the effectiveness of measures to ensure that personalised learning progresses more effectively.

3. To cultivate students' innovation, autonomous learning and 6C attributes through entrepreneurship education

- Although the current entrepreneurship education curriculum encompasses the development of the 6Cs core competencies, the assessment criteria are not sufficiently specific, making it difficult to fully reflect students' progress in innovative thinking and autonomous learning. Further optimisation and clarification are needed.
- Currently, collaboration among subjects remains primarily within individual disciplines, lacking integration. It is recommended to promote interdisciplinary fusion and design more challenging project-based learning activities to enhance students' comprehensive abilities and innovative thinking.

- Continued promotion of overseas exchanges and business experience activities, such as the Finland Innovation and Entrepreneurship Cultural Exchange Programme, is advisable. Due to limited participation numbers, additional resources are needed to broaden students' perspectives and incorporate more practical and student-led elements.
4. To enhance English learning by developing Language Across the Curriculum (LAC) in the Junior Secondary Curriculum
- Newly hired staff require enhanced professional training, particularly in the strategies for interdisciplinary language learning and instructional design, to ensure the effective implementation of the LAC programme.
 - Although collaboration between the English department and other subject departments has made some progress, further optimisation is necessary, especially in deep collaborative lesson planning and instructional design to create a richer English learning environment.
 - Diverse English cultural and learning activities have been well received by students. It is recommended to introduce more innovative elements and strengthen learning outcome assessments to help students consolidate their language skills and enhance their interest in learning.

Feedback and Follow-Up

1. To enhance learning effectiveness by reinforcing curriculum leadership
- Continue to implement internal and external middle-level training as planned, with a particular focus on improving communication and collaboration skills among new middle-level staff. This will enhance the professional capacity of subject groups in planning, implementation, and evaluation (PIE), further promoting student learning outcomes.
 - Ongoing development of a knowledge management platform should be prioritised to systematically integrate and share training resources, enabling subject groups and departments to utilise these resources more effectively in support of key teaching and curriculum development projects, thereby enhancing the effectiveness of teaching strategies.
 - It is advisable to regularly review the effectiveness of middle-level training and the knowledge management platform. This can be achieved through feedback sessions or surveys to gather teacher opinions, optimising relevant measures and solidifying the link between professional development and student learning outcomes.

2. To promote diversified learning and facilitate personalised learning
 - Provide specialised training on the application of electronic learning platforms and adaptive learning strategies for newly hired teachers, ensuring they possess the necessary skills to effectively implement diverse and personalised learning.
 - Regularly organise professional development activities at both the school and subject department levels to share successful cases and best practices related to electronic learning and personalised learning.
 - Expand the application of electronic learning across more subject areas, and enhance the uniformity and effectiveness of electronic learning through the integration of school-wide resources and strategies.
 - Develop more engaging electronic learning content and tools to stimulate student motivation and further enhance their autonomous learning abilities.
 - Regularly review student progress in personalised learning during form meetings, formulating specific support strategies based on student needs, and providing personalised learning resources and guidance.
 - Strengthen collaboration between subject departments and form-level committees, utilising data analysis tools to accurately identify student needs and further optimise teaching strategies to enhance the effectiveness of personalised learning.
3. To cultivate students' innovation, autonomous learning and 6C attributes through entrepreneurship education
 - Further refine the entrepreneurship education curriculum framework, clearly defining the assessment criteria for the 6Cs core competencies to ensure comprehensive reflection of students' learning progress.
 - Enhance interdisciplinary collaboration to foster integration among different subjects, such as combining mathematics and English for entrepreneurship project-based learning to improve students' innovative thinking and autonomous learning capabilities.
 - Arrange a wider variety of local and overseas business experience activities, such as field trips, entrepreneurship competitions, and student-led entrepreneurship projects in collaboration with the business community, to strengthen students' practical experiences.
 - Continue to promote exchange activities both locally and internationally, incorporating more practical and student-led elements to enhance the depth and impact of these activities.
4. To enhance English learning by developing Language Across the Curriculum (LAC) in the Junior Secondary Curriculum
 - Continue to promote both internal and external professional training, designing specialised courses for newly hired staff that focus on enhancing their abilities in interdisciplinary language learning strategies and instructional design.

- Regularly conduct teacher workshops and classroom observation activities to share successful cases and best practices, thereby improving all teachers' understanding and implementation of the LAC programme.
- Strengthen collaboration between the English department and other subjects by establishing interdisciplinary teaching groups. This will facilitate deep collaboration through joint lesson planning, observations, and reflection meetings.
- Develop language learning resources that integrate content from various subjects, such as a collection of English terminology for mathematics or sample English experimental reports for science, to create a richer English learning environment.
- Continue to arrange diverse English cultural and learning activities, such as workshops, competitions, and exchange programmes, to further enhance students' motivation and autonomous learning capabilities.

Financial Report

7.1 School Financial Summary (Audited for 2023/24)

	Government Funding	Non-Government Funding
Revenue (Percentage of Total Annual Income)		
Direct Subsidy (including government funding not counted in the unit cost of direct subsidy schools)	78.60%	NIL
School Fees	NIL	17.46%
Donations	NIL	0.01%
Other Income	NIL	3.93%
Total	100%	
Expenditure (Percentage of Total Annual Expenditure)		
Staff Salaries and Benefits	68.88%	
Operating Expenses (including teaching and learning expenditures)	13.10%	
Fee Remission / Scholarships	3.27%	
Maintenance and Repairs	1.25%	
Depreciation	1.89%	
Miscellaneous	11.61%	
Total	100.00%	
Surplus/Deficit for the School Year [#]	Equivalent to 1.32 months of total annual expenditure	
Accumulated Surplus/Deficit in Operational Reserves at Year-End [#]	Equivalent to 4.03 months of total annual expenditure	
# Values are expressed in months relative to total annual expenditure		

1 The percentage of expenditure on tuition fee waivers/scholarships is calculated based on the school's total annual expenditure. This percentage differs from the allocation percentage for tuition fee waivers/scholarships required by the Education Bureau, which is calculated based on tuition income and must not be less than 10%.

☒ It is confirmed that our school has set aside sufficient funds for the tuition fee waiver / scholarship programme as required by the Education Bureau. (If applicable, please mark with a "✓" in the box.)

7.2 Capacity Enhancement Grant (2024-2025)

Income		Expenditure	
2023-2024 Balance	\$21,180.40	- Enhance the Effectiveness of Electronic Learning and Mobile Teaching - Promote Spanish Language and Culture Curriculum - Educational Psychologist Service	
2024-2025 Funding Allocation	\$128,763.00		\$51,000.00
			\$56,400.00
			\$21,460.00
Total Amount:	\$149,943.40	Total Expenditure:	\$128,860.00
		Balance:	\$21,083.40

7.3 Diversity Learning Grant (2024-2025)

Income		Expenditure	
2023-2024 Balance	\$5,699.80	Cultural Experience—	
2024-2025 Funding Allocation	\$42,000.00	Spanish Language Programme	\$43,800.00
		Total Expenditure:	\$43,800.00
Total Amount:	\$47,699.80	Balance:	\$3,899.80

7.4 Pilot Scheme on Promoting Interflows between Sister Schools in Hong Kong and the Mainland (2024-2025)

Income		Expenditure	
2023-2024 Balance	\$59,990.05	Exchange Activities	
2024-2025 Funding Allocation	\$165,439.00	(Panyu Exchange Group Expenses and Miscellaneous)	\$49,182.75
		Total Expenditure:	\$49,185.75
Total Amount :	\$225,429.05	Balance:	\$176,246.30

7.5 One-off Grant for Supporting the Implementation of the Senior Secondary Subject Citizenship and Social Development (2024-2025)

Income		Expenditure	Balance
2023-2024 Balance	\$236,943.40	Classroom Equipment and Related Teaching and Learning Materials for Citizenship and Social Studies	\$230,250.00
		School-Based Activities	\$275.00
		Acquisition of Reference Books and Other Relevant Educational Resources	\$6,418.40
Total Amount:	\$236,943.40	Total Expenditure:	\$236,943.40
		Balance:	0.00

7.6 Learning Support Grant (2024-2025)

Income		Expenditure	Balance
2023-2024 Balance	\$57,728.77	Recruitment of Additional Supporting Staff	\$489,427.00
2024-2025 Funding Allocation	\$557,815.00	Purchase of Professional Services	\$120,218.00
Total Amount:	\$615,543.77	Total Expenditure:	\$609,645.00
		Balance:	(\$5,898.77)

7.7 One-off Grant for Promotion of Chinese Culture Immersion Activities (2024-2025)

Income		Expenditure	Balance
2023-2024 Balance	\$300,000.00	Cultural Activities (Event Expenses and Miscellaneous)	\$14,677.84
2024-2025 Funding Allocation	\$0.00		
Total Amount :	\$300,000.00	Total Expenditure:	\$14,377.84
		Balance:	\$285,332.16

7.8 Student Activities Support Grant (2024-2025)

7.8.1 Income and Expenditure Overview

Income	Expenditure	Balance
\$27,950.00	\$27,950.00	\$0.00

7.8.2 Beneficiary Student Numbers

Class	Comprehensive Assistance	Full Grant Students	Other Economically Disadvantaged Students	Total Beneficiaries
S.1	0	0	0	0
S.2	0	3	0	3
S.3	1	3	1	5
S.4	1	1	1	3
S.5	6	9	1	16
S.6	6	10	2	18
Total Beneficiaries:				45
Total Beneficiary Instances:				225

7.9 School-based After-school Learning and Support Programmes (2024-2025)

7.9.1 Income and Expenditure Overview

Income	Expenditure	Balance
\$24,000.00	\$24,000.00	\$0.00

7.9.2 Beneficiary Student Numbers

Class	Comprehensive Assistance	Full Grant Students	Other Economically Disadvantaged Students	Total Beneficiaries
S.1	0	0	0	0
S.2	0	3	0	3
S.3	1	3	1	5
S.4	1	1	1	3
S.5	6	9	1	16
S.6	6	10	2	18
Total Beneficiaries:				45
Total Beneficiary Instances:				225

7.10 Life-wide Learning Grant (2024-2025)

Budget	Expenditure	Balance
\$360,000.00	\$358,976.11	\$1,023.89

7.11 Grant for Enhancing Support for Learning and Teaching Chinese for NCS Students (2024-2025)

Income		Expenditure	Balance
2023-2024 Balancee	\$25,248.00	• Recruitment of	\$146,755.00
2024-2025 Funding Allocation	\$159,041.00	Additional	\$2,618.00
		Teaching Staff	\$18,000.00
		• Purchase	
		Instructional	
		Resources	
		• Promote Inclusive	
		Campus Activities	
		Total Expenditure:	\$167,373.00
Total Amount:	\$184,289.00	Balance:	\$16,916.00

7.13 Scholarships and Financial Assistance Report (2024-2025)

7.13.1 Financial Assistance Expenditure

Class	Full Grant	Half Grant	Emergency Assistance Expenditure
S.1	-	-	-
S.2	\$48,960.00	\$8,160.00	-
S.3	\$76,160.00	-	-
S.4	\$26,936.00	-	-
S.5	\$178,360.00	\$5,460.00	-
S.6	\$247,520.00	\$10,920.00	-
Expenditure :	\$577,936.00	\$24,540.00	-
Total Expenditure :			\$602,476.00

7.13.2 Scholarship Expenditure

	S.1	S.2	S.3	S.4	S.5	S.6
Spiritual Development	-	-	-	-	-	\$500.00
Moral Development	\$600.00	\$600.00	\$1,200.00	\$300	\$300	\$300.00
Intellectual Development	\$4,800.00	\$4,600.00	\$4,600.00	\$3,000.00	\$4,400.00	\$5,600.00
Physical Development	\$600.00	\$600.00	\$600.00	-	\$600.00	\$600.00
Social Development	\$1,300.00	\$900.00	\$1,000.00	\$700.00	\$200.00	\$2,000.00
Aesthetic Development	\$300.00	\$400.00	\$400.00	-	-	\$350.00
Expenditure:	\$7,600.00	\$7,100.00	\$7,800.00	\$4,000.00	\$5,500.00	\$9,350.00
Total Expenditure:		\$41,350.00				

Major Concerns for Future School Development

The three major concerns of the 2025-2028 School Development Plan are as follows:

8.1 Major Concern 1: Cultivating a Positive School Culture to Foster Students' Personal Growth as Well as their National and Social Responsibility

- 8.1.1 Promote positive values and attitudes such as perseverance, respect, empathy, and care in curricular and co-curricular activities.
- 8.1.2 Establish collaborative platforms for teachers to share experiences, resources, and best practices.
- 8.1.3 Build stronger connections among teachers, parents, and students to foster a sense of belonging.

8.2 Major Concern 2: Enhancing Students' Self-directed Learning Skills and Fostering a Culture of Curiosity and Inquiry

- 8.2.1 Introduce innovative learning strategies to develop students' exploratory and inquiry-based skills.
- 8.2.2 Design exploratory learning experiences through STEM, arts, and humanities programmes / projects.
- 8.2.3 Provide targeted training and support to help students develop self-regulation and independent learning habits.

8.3 Major Concern 3: Strengthening Teachers' Professional Development to Stay Abreast of the Latest Educational Trends to Meet Students' Learning Needs

- 8.3.1 Offer regular training workshops on effective teaching strategies, emerging technologies, and classroom management.
- 8.3.2 Establish collaborative platforms for teachers to share experiences, resources, and best practices.
- 8.3.3 Enhance teachers' capacity in implementing the Language Across the Curriculum (LAC) approach to improve students' English proficiency across subjects.