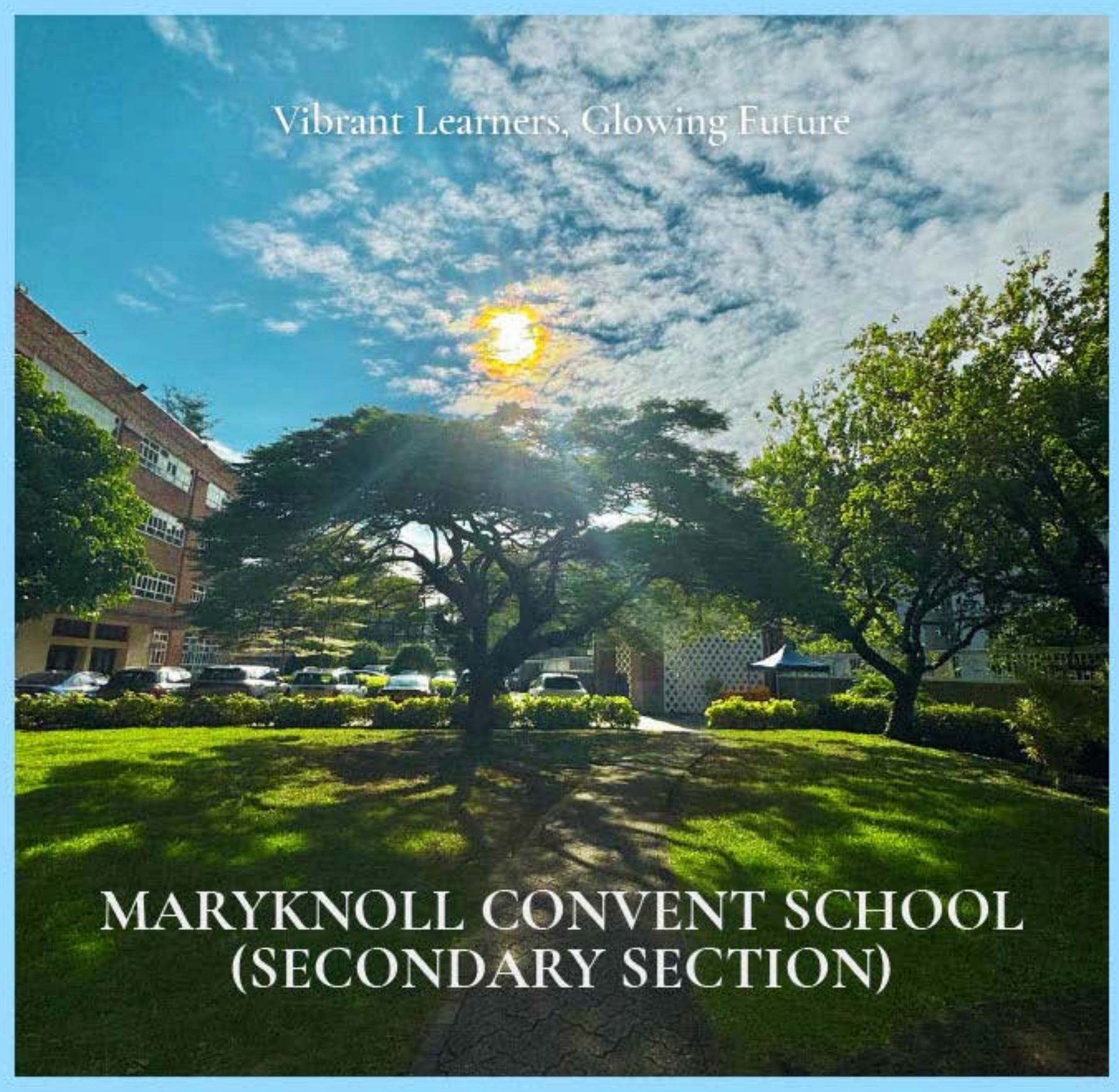
ANNUAL SCHOOL REPORT (2025-26)



School Vision & Mission

Our Vision

We **envision** our students to embrace the Maryknoll spirit signified by the school motto "Sola Nobilitas Virtus" (Virtue Alone Ennobles).
We **envisage** our students to be individuals with moral, ethical and religious values, intellectually competent, compassionate in serving others and capable of continuing self-development to meet the challenges in life and to contribute to society.
We see our students as informed and innovative, analytical and critical, responsible and adaptable, moral and ethical members of society.

Our Creed and Values

We **believe** that each person is formed in God's image. We wish our students to know through Jesus Christ the hope and the meaning of life and to liberate their minds from ignorance and their hearts from prejudice.
We **believe** in the dignity of each student.
We **believe** that education is essential to a just society

Our Mission

We **provide** all-round, quality and affordable education for girls.
We **develop** in every student a thirst for knowledge, an ability to self-learn, and a spiritual, intellectual, aesthetical, physical and social balance.
We **encourage** our students to pursue excellence in their respective interests and realise their potential to the full.
We inculcate basic skills for our students to grow as individuals and in a group, to be responsible citizens with an appreciation of Chinese culture and of the world around them.
We **stimulate** our students to develop initiative in learning and awareness of its relevance to themselves, to life and to others.
We **instill** in our students an awareness of the importance of trust and integrity and an appreciation for co- operative teamwork and respect for others.
We **train** our students to have high moral standards, to be socially and environmentally aware and to be useful, contributory and responsible members of the community.
We **co-operate** with teachers, parents and society to promote and maintain a safe, healthy and happy environment for quality education.

Our School



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Our School

Introduction

Maryknoll Convent School (MCS) Secondary Section is an EMI Anglo-Chinese Roman Catholic day school for girls. It is financially assisted by the Government of the Hong Kong SAR as a “Grant-in-Aid” School. The language of instruction at MCS is English except in classes where Chinese or Putonghua constitutes the subject material.

History

In 1925, the Maryknoll Sisters began teaching 12 students in the convent parlour at 103 Austin Road. They taught classes in basic subjects. In the decades that followed, the number of students grew, as did the number of teaching staff. After six years on Prince Edward Road, Maryknoll Convent School (MCS) moved to Boundary Street in 1937. World War II interrupted their teaching, but the Sisters resumed their work in 1945. In 1960, the Secondary Section relocated to 5 Ho Tung Road while the Primary Section remained on Boundary Street. From an initial class of 12 students and a few Sisters, the school (both primary and secondary sections) has grown to its current full capacity of 2000 students with a faculty of over 100.

Since 2005, the Maryknoll Convent School Foundation Ltd., comprising Maryknoll Sisters and former teachers and students, has assumed the sponsorship of the school.

School Facilities

The school features an MMLC, a swimming pool, a library, a lecture room, a conference room and a prayer room. The Rogers Annex provides additional classrooms anda number of other rooms for students' use, including student activity centres, a dance room, multi-purpose rooms, a careers room and a room for the Character-Building Committee etc. Two classrooms have been refurbished and converted into 21st Century Classrooms and a STEAM Room.

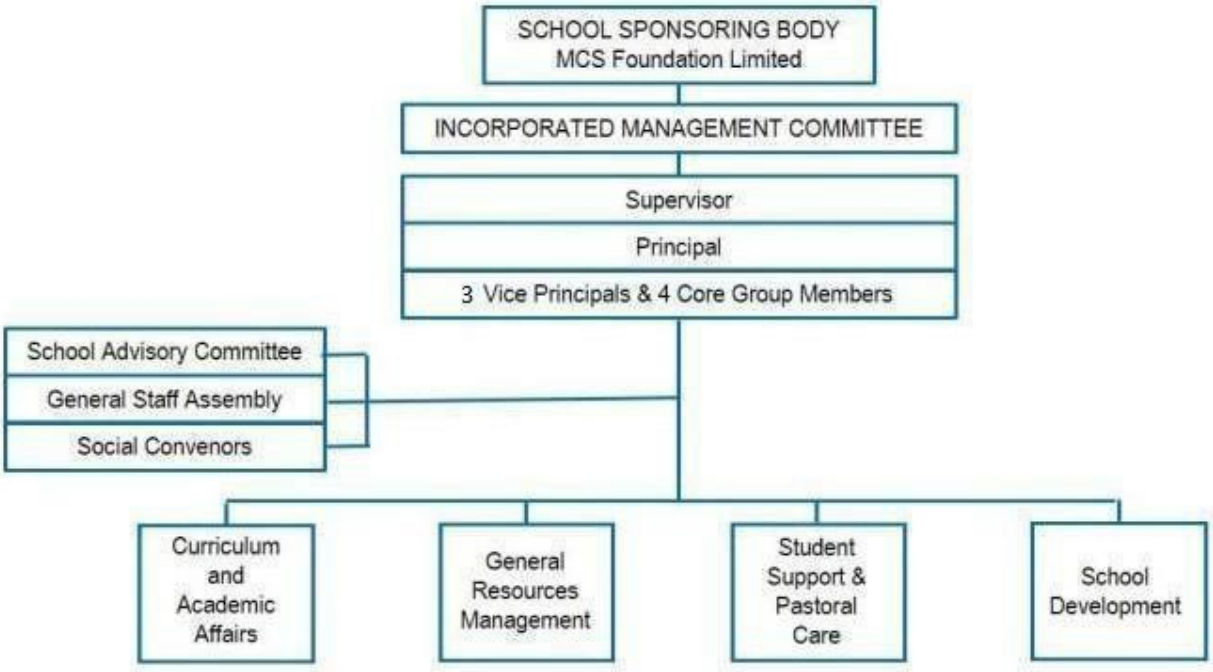
School Management

School Organization: We follow a school-based management framework with the sponsoring body exercising the highest authority. The Maryknoll Convent School Secondary Section Incorporated Management Committee (IMC) was established in 2013, with different partners working together in the management of the school. The IMC established different sub-committees to oversee different areas of school development. They are namely the Finance Committee, the Human Resources Committee, the Premises & Environment Committee, the Curriculum, Learning & Teaching Committee, the Governance Committee and the Spiritual Formation Committee.

Composition of the IMC

Membership	Sponsoring Body	Principal	Parent + Alternate	Teacher + Alternate	Alumna	Independent
2025/2026	8	1	1+1	1+1	1	1

The Principal and the Vice Principals work with the four Core Groups to support the administration of the school: Curriculum and Academic Affairs, General Resources Manaement, Student Support and Pastoral Care and School Development. The core group members are in charge of the Key Learning Areas, Global, Citizenship & Civic Education, pastoral care, career and life planning, character-building, counselling, ECA, environmental protection, community service, religious activities, etc. In addition, the School Advisory Committee (SAC) and the General Staff Assembly (GSA) connect staff and the School Administration and take part in decision-making. Both the SAC and GSA are platforms for staff members to gather and reflect their ideas and suggestions for the attention of the School Administration. Likewise, they help to convey decisions made to staff members.


SCHOOL SPONSORING BODY
MCS Foundation Limited
INCORPORATED MANAGEMENT COMMITTEE
Supervisor
Principal
3 Vice Principals & 4 Core Group Members
School Advisory Committee
General Staff Assembly
Social Convenors
Curriculum and Academic Affairs
General Resources Management
Student Support & Pastoral Care
School Development

Achievements & Reflections of School Plan



Achievements and Reflections on Annual School Plans 2025-2026

In the second year of our three-year school development cycle, Maryknoll has steadfastly advanced its dual major concerns: Nurturing Vibrant Learners and Building a Future-ready School. Grounded in our enduring school motto, Virtue Alone Ennobles*, this academic year was defined by the strategic deepening of our core initiatives. From forging strong peer bonds through cooperative learning and holistic wellness programmes to cultivating a pioneering spirit equipped with cutting-edge digital literacy, we have purposefully designed an educational environment where intellectual curiosity and student agency thrive.*

This Annual School Report details our substantive progress across these dynamic domains, illustrating how our dedicated faculty, engaged parents, and resilient students have collaboratively transformed our strategic vision into concrete educational excellence and comprehensive whole-person development.

Major Concern #1.1:

Nurture Vibrant Learners – Forging strong bonds and collaborative work



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Vibrant learners are learners who are engaged, enjoy learning together in an enlivened, open, and respectful atmosphere.

Target (1.1.1):

✧ To forge strong bonds among students by engaging them through effective cooperative learning strategies

The systematic implementation of cooperative learning across the curriculum has successfully forged strong peer bonds and advanced students' whole-person development in both academic and social domains.

At the beginning of the academic year, the Planning-Implementation-Evaluation (P-I-E) cycle was initiated with a professional development workshop equipping all teaching staff with instructional designs for cooperative learning. Throughout the implementation phase, a variety of strategies—including Cooperative Scripting, Group Investigation, Jigsaw, Reciprocal Teaching, Station Rotation, and Think-Pair-Share—was deployed across the curriculum to cater for learner diversity. These pedagogical approaches aimed to facilitate whole-person development by enhancing student agency, motivation, and emotional well-being through structured peer collaboration.

Evaluation based on APASO data (#22), teacher reflections, and lesson appraisals demonstrated positive outcomes for these initiatives. Students exhibited the acquisition of essential cooperative learning skills, demonstrating positive interdependence, individual accountability, and effective group processing. This active collaboration cultivated an inclusive classroom environment where students advanced their conceptual knowledge and honed higher-order thinking and problem-solving skills. Lesson design exemplars confirmed that cooperative learning effectively established student-centred environments conducive to both academic and social development.

Target (1.1.2):

✧ To strengthen teachers' collective efficacy by fostering professional dialogue centered on student challenges, empowering teachers to act as dynamic role models of vibrant learning

By actively engaging in Professional Learning Communities (PLCs), teachers successfully strengthened their collective efficacy and instructional quality, laying the foundation for interdisciplinary collaboration to further optimize student outcomes.

To foster student achievement, 80% of teachers voluntarily engaged in at least two professional learning communities (PLCs), utilizing face-to-face and online collaboration to address specific learning barriers. By focusing on these challenges, teachers collaboratively designed innovative lessons that integrated cooperative learning, self-regulated learning, and alternative assessments, effectively bridging conceptual gaps across subjects. Additionally, two-thirds of the staff conducted peer lesson observations to refine their instruction. Teacher reflections confirmed that this enhanced pedagogical expertise directly benefited students, resulting in more engaging lessons and individualized support.

While these collaborative efforts successfully elevated the student learning experience, some PLCs with similar disciplinary backgrounds struggled to drive pedagogical innovation, and participation in multiple PLCs created workload constraints for some teachers. To further enrich student outcomes and provide a more dynamic learning environment, the next P-I-E cycle will introduce interdisciplinary PLCs, so that students will benefit from a more cohesive, connected learning experience across different subjects.

Major Concern #1.2:

Nurture Vibrant Learners – Nourishing a healthy mind, body and soul



Major Concern #1.2: Nurture Vibrant Learners – Nourishing a healthy mind, body and soul

Vibrant learners are learners who are engaged, enjoy learning together in an enlivened, open, and respectful atmosphere.

Target (1.2.1):

✧ To implement social and emotional learning programmes that foster emotional wellness and mutual respect

Through a coordinated whole-school approach, our diverse programmes successfully translated Social and Emotional Learning (SEL) principles into concrete student outcomes. By anchoring our initiatives in two core SEL competencies—Self-Management and Relationship Skills—we equipped students across all year groups with the practical tools needed for holistic emotional wellness and mutual respect.

Enhancing Self-Management and Emotional Regulation Students demonstrated significant growth in their ability to navigate stress, process challenges, and regulate their emotions.

- **Active Self-Regulation:** By engaging in an SEL curriculum focused on neuroscience and mindfulness, Form 1 and Form 4 students translated a cognitive understanding of brain development into active emotional processing, utilizing concrete tools like mindful photography and Zentangle to self-soothe.
- **Acquisition of Coping Strategies:** Through therapeutic spaces like *The Bad Day Café* and structured homeroom check-ins, students successfully learned to articulate their socio-emotional needs and practice healthy, real-time coping mechanisms.
- **Academic Resilience:** Form 5 students successfully applied growth-mindset principles and emotional regulation techniques to manage performance anxieties, particularly during the release of predicted grades.

Cultivating Relationship Skills and Mutual Respect Students actively contributed to a supportive campus climate by demonstrating empathy, establishing interpersonal boundaries, and communicating constructively.

- **Non-Violent Communication:** The 'Harmonious Campus' program and targeted anti-bullying workshops equipped Form 1 students with non-violent communication skills and bystander intervention protocols, culminating in formal class pledges to sustain a positive environment.

- **Peer Support Networks:** Form 3 leadership camps and diverse co-curricular activities enabled students to build meaningful, cross-cohort connections, fostering mutual trust and the confidence to step out of their comfort zones.
- **Responsible Citizenship:** Interventions focused on digital citizenship, substance abuse prevention, and sex education successfully reinforced students' understanding of bodily autonomy, healthy digital habits, and mutual respect in both physical and virtual spaces.

Paving the Way for the 4R Mental Health Charter While these SEL initiatives have successfully cultivated emotional readiness and mutual respect, APASO data indicates that building a positive student self-concept requires sustained, systemic effort. Building directly upon this year's foundational achievements, our upcoming P-I-E cycle will evolve these SEL outcomes into the school's new 4R Mental Health Charter. Next year, our strategic focus will deepen to emphasize Rest, Relaxation, Resilience, and Relationship, ensuring a robust, forward-looking approach to our students' holistic mental health.

Target (1.2.2):

✧ To cultivate a spirit of love and service in students through a deeper understanding of MMJ Spirituality

Guided by this year's two chosen MMJ themes, "Presence of God" and "Contemplation and Action," the school successfully cultivated a deep spirit of love and service by seamlessly translating inner spiritual formation into proactive community engagement.

MMJ Spirituality Formation as the Foundation: To anchor all initiatives, the school organized six interactive, peer-collaborated MMJ Spirituality Formation sessions on the two themes. For the theme of *Presence of God*, students explored their spirituality through soul-searching and sharing, uncovering the divine within themselves to guide a life rooted in Faith, Hope, and Love. The rest of the sessions bridged faith and service through the theme of *Contemplation and Action*. By teaching Mother Mary Joseph's philosophy that an active life must be faithfully informed by prayer, the sessions successfully guided students on how to make God's love visible through concrete, mindful acts of service. Building upon this spiritual foundation, various committees implemented targeted initiatives under three key areas:

I. Nurturing Inner Character and Well-being

Cultivating the Inner Presence through Mindfulness: Students successfully developed essential stress-management competencies and a profound sense of inner peace through mindfulness practices facilitated by the Smileys during junior form visits. By learning to quiet their minds, students created the mental and spiritual space necessary to recognize the presence of God within themselves. Furthermore, by actively caring for their peers' emotional well-being, the Smileys transformed everyday acts of support into a visible, comforting expression of God's loving presence on campus.

Manifesting God's Presence through Character and Leadership: Through targeted class visits designed and conducted by the Prefect team, students across Forms 1 to 5 actively internalized the core values of the Maryknoll Spirit. By engaging with bespoke discussion materials, students demonstrated a deepened understanding of responsibility, empathy, and integrity. Crucially, these peer-led sessions taught younger students that true leadership is not about authority, but is fundamentally an act of love, guidance, and mutual respect—showing them that when we lead with compassion, we make the active presence of God visible in our classroom communities.

II. Translating Spirituality into Community Service

Structured Service-Learning: From Reflection to Compassion Through homeroom-based projects, students actively engaged in a continuous cycle of contemplation, action, and reflection.

- **Targeted Community Impact:** Junior form students partnered with NGOs to address specific societal needs, with Form 1 focusing on elderly welfare, Form 2 on ethnic minority inclusion, and Form 3 on poverty and food insecurity.
- **Student Agency:** Senior students (Forms 4 and 5) demonstrated high-level civic responsibility by independently designing service projects aligned with self-selected social concerns.
- **Mentorship and Care:** Collaborative Religious and Moral Education (RME) projects with Caritas Kowloon allowed our students to host primary students from St. Eugene de Mazenod Oblate School. Through campus tours and shared activities, our students translated their faith into tangible compassion, demonstrating genuine care for their younger peers.

Experiential Empathy in Action Students manifested Mother Mary Joseph's vision most powerfully through immersive, hands-on community outreach that prioritized the dignity of marginalized groups.

- **Sensory Restaurant on Wheels:** In collaboration with the Maryknoll Medical and Welfare Association and Project Futurus, students and mentors transformed a Sham Shui Po care home into a simulated dim sum restaurant. This provided vital, joyous social engagement for residents experiencing dementia or swallowing difficulties. Post-service reflections revealed that students deeply understood this initiative not just as charity, but as a profound act of practical love.
- **Proactive Civic Responsibility:** The Smileys further extended this active empathy through the "Love Express" flag-selling campaigns and by coordinating a play day at a children's home, proving that mindful contemplation naturally blossoms into proactive community care.

Whole-School Volunteerism To ensure that "Action" is a universally shared value, the Catholic Society and Social Service Committee successfully drove the school to achieve its target of 100% student participation in at least one volunteer session this year. This year, our students have completed a total of 2,115 external service hours, reflecting service values in every student.

Through documented reflections, ECA service profiles, and the conferment of service awards, students demonstrated significant growth in empathy, teamwork, and leadership—solidifying their lifelong commitment to serving the community, our country, and the global society.

Target (1.2.3):

✧ To develop a wellness routine that nourishes the mind, body and soul for optimal health and well-being

To achieve optimal holistic health, the school adopted a comprehensive approach to cultivating sustainable wellness routines. By systematically embedding physical, mental, and spiritual wellness practices into daily life, the school equipped students with the resilience, emotional regulation, and vitality needed to thrive both academically and personally.

Nourishing the Body: Physical Wellness and Restorative Routines Students successfully learned to utilize physical movement as a direct tool for emotional grounding and cognitive focus.

- **Restorative Practices:** Through the Extended Learning Programme (ELP) and targeted Form 4 stretching sessions, students engaged in yoga, flexibility training, and nutritional education. Self-evaluations confirm that students successfully transferred these techniques into their daily routines for immediate academic stress relief.
- **Daily Fitness Goals:** While lunchtime wellness initiatives—including inter-class sports (basketball, volleyball, and indoor rowing) and routine team training for school team members (over one-third of our student population)—generated strong engagement, recent APASO data also highlights an opportunity to elevate baseline physical activity across the broader student body. Building on this year's momentum, our next development cycle will focus on expanding accessible, everyday fitness routines, ensuring every student experiences the vital link between regular exercise and mental resilience.

Nourishing the Mind: Habit Formation and Self-Regulation Students demonstrated strong cognitive growth by taking ownership of their daily habits and lifestyle choices.

- **21-Day Habit Challenge:** Recognizing that true well-being requires consistent practice, the Character Education Committee spearheaded a 21-Day Habit Challenge that empowered students to shift from mere rule compliance to genuine internal discipline. Rooted in the psychology of behaviour change, the initiative challenged junior cohorts (Forms 1–3) to regulate their electronic device usage, successfully reclaiming their cognitive bandwidth for deep learning and uninterrupted family time by practicing delayed gratification. Meanwhile, senior cohorts (Forms 4–5) optimized their academic stamina by restructuring their sleep hygiene and study schedules, internalizing the reality that structured rest is non-negotiable for memory consolidation and stress management. Post-challenge evaluations revealed a profound shift in student agency, demonstrating that students did not just temporarily alter their habits, but successfully acquired the lifelong executive functioning skills needed to sustain highly balanced, resilient, and productive daily lifestyles.

Nourishing the Soul: Relational Care and a Sense of Belonging Students cultivated a profound sense of inner security and mutual respect through structured relational routines.

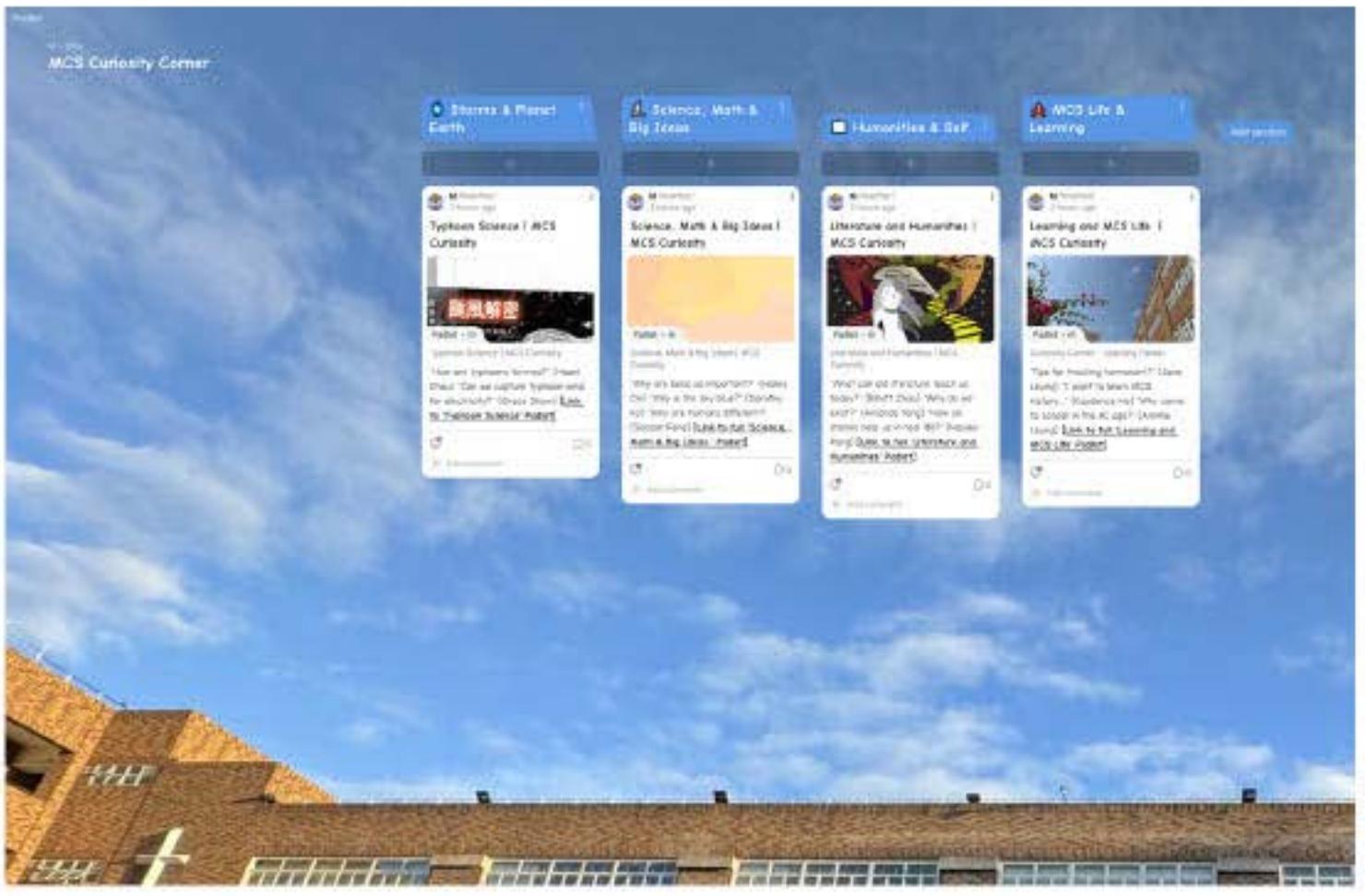
- **Peer Mentorship Impact:** By pairing Form 1 mentees with senior mentors (Forms 4 and 5), we engineered a routine of socio-emotional care. Junior students navigated a low-anxiety, highly supported transition to secondary school, while senior mentors demonstrated measurable increases in empathy, active listening, and emotional maturity.
- **Expanding the Network:** The success of these relational routines is strongly validated by recent APASO data, which confirms a very high sense of belonging among the student body. Driven by these exceptional outcomes, we are actively preparing for the future expansion of the peer-mentorship programme to further deepen our campus culture of mutual respect.

Sustaining the Routine: The Home-School and Staff Ecosystem We recognize that student wellness routines thrive best within a calm, deeply supportive adult ecosystem.

- **Home-School Synergy:** By hosting expert-led positive parenting workshops alongside informal breakfast gatherings, we equipped parents with concrete stress-management strategies and fostered meaningful parent-teacher rapport, directly bolstering students' emotional security at home.
- **Staff Well-being:** We prioritized adult wellness through robust induction workshops for new teachers, collaborative problem-solving platforms, and artistic and cultural staff development. By sustaining our teachers' emotional and professional well-being, we ensured they remain optimally equipped to nurture, uplift, and model healthy routines for our students.

Major Concern #1.3:

Nurture Vibrant Learners – Sparking curiosity and a passion for learning



Major Concern #1.3: Nurture Vibrant Learners – Sparking curiosity and a passion for learning

Vibrant learners are learners who are engaged, enjoy learning together in an enlivened, open, and respectful atmosphere.

Target (1.3.1):

✧ To stimulate teachers' and parents' curiosity with topics in new frontier that drive their learning journey

Cultivating a culture of adult exploration into new educational frontiers was a strategic priority this year, as intellectually curious teachers and parents directly inspire and elevate our students' learning journeys.

Teachers Embracing Future-Ready Pedagogies: To promote intellectual growth among the faculty, the school actively encouraged teachers to pursue Continuing Professional Development courses focused on the new frontier of education, such as artificial intelligence in the classroom, innovative digital pedagogies, and educational neuroscience. By actively participating in these forward-looking training, teachers role-modeled lifelong learning for their students. At the same time, they could translate these innovative insights directly into their lesson planning, effectively modernizing instructional strategies across disciplines. One challenge for these initiatives is limited course availability, and if the EDB does not provide them, it can be difficult for teachers to enroll during work time. Some teachers therefore turned to online learning, including exploring AI tools such as NotebookLM or GEMs and piloting them in school administration or teaching. The school will take this challenge into account when planning next year's staff development initiatives.

Parents Navigating the Digital Landscape: To facilitate parental engagement with emerging educational paradigms, the PTA launched JoyAJoy, an accessible digital learning hub. This platform successfully disseminated evidence-based resources concerning contemporary parenting trends and adolescent mental well-being. Demonstrating strong community engagement, the platform recorded nearly 400 visits, with 218 parents successfully completing the comprehensive course. By institutionalizing this knowledge-sharing space, routine school communications were elevated into collaborative learning opportunities, ensuring a highly informed and engaged parent community.

Target (1.3.2):

✧ To promote student agency and foster ownership in student learning through creative expression

To successfully achieve this target, the school cultivated a student-centred environment where students were granted the autonomy to design, create, and lead. By embedding self-regulated learning, creative expression, and inquiry-based platforms across the formal curriculum, experiential programmes, and student leadership roles, the school effectively fostered a deep sense of ownership over student learning.

I. Empowering Ownership through Academic Autonomy and Alternative Assessments

Self-Regulated Learning: Approximately 70% of teachers designed and executed individualized learning tasks utilizing self-regulated learning frameworks. These instructional designs explicitly scaffolded students in goal-setting, resource management, self-monitoring, and post-task evaluation. Consequently, students exhibited deeper conceptual mastery, enhanced metacognitive capacities, and increased accountability in both independent and collaborative contexts. While the systematic implementation of these strategies was successful in numerous classrooms, school self-evaluation indicates a need for enhanced consistency across all subject panels moving forward.

Creative Choice in Assessment: Pedagogical strategies were highly diversified through the integration of alternative, creative assessments (e.g., poster designs, dramatic performances, video production, AI-generated infographics, and multimodal writing). Data indicates that nearly 50% of these assessments offered students autonomy in selecting both their topic and medium, while 40% permitted choice in at least one domain. This structural flexibility successfully increased student engagement and facilitated the execution of cognitively demanding tasks. Evaluation revealed positive learning outcomes, notably the demonstrable advancement of higher-order thinking skills and creative problem-solving. Furthermore, providing supportive, low-stakes environments for presenting these creative outputs bolstered student confidence, with artifacts of student learning strongly substantiating the efficacy of these transformative practices in fostering student agency.

II. Fostering Agency through Experiential, Inquiry-Based, and Service Learning

Student-Led Inquiry via the Virtual Curiosity Hub: To explicitly spark intellectual curiosity and promote student-driven learning, the Principal launched a "Virtual Curiosity Hub." This innovative digital platform invited students to ask diverse, open-ended questions on any topic, effectively giving them the agency to drive their own knowledge acquisition beyond the standard curriculum. To build a rich, cross-generational learning community, teachers and alumnae were enthusiastically enlisted to help answer these questions. Students reported immense joy and satisfaction with this initiative, as it validated their personal interests, encouraged intellectual risk-taking, and successfully nurtured a school-wide culture of creative, self-directed exploration.

Autonomous Class-based Service Projects: The Homeroom Teachers Committee integrated structured service-learning frameworks that empowered students to autonomously design and execute class-based community projects. Effectively translating this agency into action, Form 1 students successfully spearheaded initiatives to support the elderly, while Form 2 students led meaningful engagements with ethnic minority groups. Both cohorts demonstrated exceptional empathy and leadership, utilizing creative expression in real-world problem-solving to turn civic duty into a personalized, highly impactful learning experience. Because service to others remains central to our school's core values, we will build upon this year's outstanding success by expanding these autonomous class-based service projects to include Form 3 students in the upcoming academic year.

III. Cultivating Leadership through Creative Problem-Solving and Peer Engagement

Scaffolding Peer Mentorship & Character Education: The Character Education Committee empowered Prefects to exercise agency by utilizing their own observational data to curate customized materials for class visits, such as designing organizational skills workshops for Form 1. By employing highly creative delivery mechanisms, including group discussions, role-plays, and digital gamification, these student leaders demonstrated true ownership of their civic roles. Through this self-directed approach, both mentors and prefects demonstrated genuine accountability, internalizing the value of proactive leadership while contributing significantly to the whole-person development of their peers.

Operational Ownership in Extra-curricular Activities: As the central focus of the academic year, ECA strategies prioritized providing robust frameworks that scaffolded genuine student ownership over informal learning environments. Student leaders were empowered to deploy creative problem-solving and metacognitive strategies throughout their operational planning. To validate this agency, the school provided high-visibility platforms—most notably Maryknoll's Got Talent and SA Week—to celebrate student leadership and creative achievements. The impact of this key focus was verified through stakeholder evaluations, with APASO data confirming significant advancements in students' social competencies.

Major Concern #2.1:

To Build a Future-ready School – Promoting future-ready skills and a pioneering spirit



Major Concern #2.1: To Build a Future-ready School – Promoting future-ready skills and a pioneering spirit

Target (2.1.1):

✧ To encourage innovative thinking and risk-taking to cultivate a pioneering spirit among students

Translating the vision of a "pioneering spirit" into concrete action, the school curated and launched The Pioneering Series, a highly anticipated sequence of four whole-school assemblies. This initiative strategically exposed students to authentic accounts of resilience, visionary leadership, and calculated risk-taking. The series was exceptionally well received by both students and teachers, evidenced by highly active engagement and extensive, student-led Q&A sessions that consistently extended beyond the allotted time.

I. The Pioneering Series: Multidisciplinary Frameworks & Student Learning Outcomes

Technological Agility & Digital Disruption: Venetia Lee, CEO of AlipayHK, General Manager of Ant International Greater China, and an esteemed alumna of our school, provided expert insights into the rapidly evolving FinTech sector. Students learned to conceptualize corporate risk-taking and agile thinking. Through her sharing, students understood how digital innovation requires an iterative mindset—embracing initial failures as data points to drive structural economic transformation and everyday problem-solving.

Scientific Inquiry & Global Problem-Solving: Professor Lam Hon-ming, a leading plant biologist at The Chinese University of Hong Kong (CUHK), detailed his groundbreaking research on soybean genetics to create climate-resilient crops. Students gained a profound understanding of how rigorous STEM research can directly address global food security. The session empowered students to view environmental crises through the lens of scientific optimism, teaching them how to apply academic Biology to high-stakes, real-world sustainability challenges.

Social Entrepreneurship & Compassionate Leadership: Tricia Bolle, Founder and Program Director of the St. Francis missions, provided a profound look at the intersection of the Catholic faith and active civic service. Students learned to reframe social service from traditional charity to sustainable, innovative community-building. They internalized the concept of "humanitarian risk-taking," understanding the courage and radical empathy required to step out of their comfort zones, live out Christ's love in action, and drive meaningful social innovation in marginalized spaces.

Physical Exploration & Cultural Preservation: Renowned National Geographic photographer and explorer Wong How Man shared his expeditions into uncharted territories. Students developed a heightened cross-cultural awareness and an appreciation for heritage preservation in a modernizing world. Furthermore, they learned practical strategies for

cultivating personal resilience, adaptability, and the mental fortitude required to navigate unfamiliar and unpredictable environments.

II. Overall Educational Impact and Mindset Shift

The energetic Q&A sessions during The Pioneering Series truly sparked students' intellectual curiosity. Instead of just listening, students drove dynamic conversations that challenged them to critically deconstruct what makes a transformative leader.

The program effectively anchored students in forward-looking concepts. Hearing firsthand how leaders overcame setbacks and challenged industry norms allowed students to appreciate the value of unconventional problem-solving. Post-event evaluations confirm a definitive shift toward embracing creative risk, ultimately fortifying the students' own pioneering spirits for a dynamic global landscape.

Target (2.1.2):

✧ To emphasize the importance of adaptability and resilience as female leaders who navigate change and thrive in dynamic environments

To successfully achieve this target, the school implemented a multifaceted approach that combined hands-on leadership training with extensive exposure to successful female role models. By merging experiential learning with strategic industry and alumnae partnerships, the school effectively equipped students with the adaptability and resilience required to thrive in dynamic professional landscapes.

Mentorship Programme: The 20th Anniversary celebration structurally reinforced the transmission of institutional values by facilitating dialogue between alumnae and current Form 4 and Form 5 students. This platform prioritized the development of essential soft skills—such as communication, empathy, and collaboration—while actively framing adaptability and resilience as requisite competencies for future female leaders operating in dynamic professional landscapes.

Partnerships for Women Empowerment: To advance women's empowerment objectives, strategic partnerships were established with civic organizations including FutureGEN Youth Foundation and Zonta Club of Kowloon. Collaboration with Inspiring Girls Hong Kong yielded a professional symposium where over 20 female industry leaders engaged with Form 4 cohorts, followed by immersive industry exposure during a Work Experience Day at Loro Piana. Student evaluations demonstrated deep cognitive engagement, showing an enhanced understanding of career trajectory planning and professional resilience.

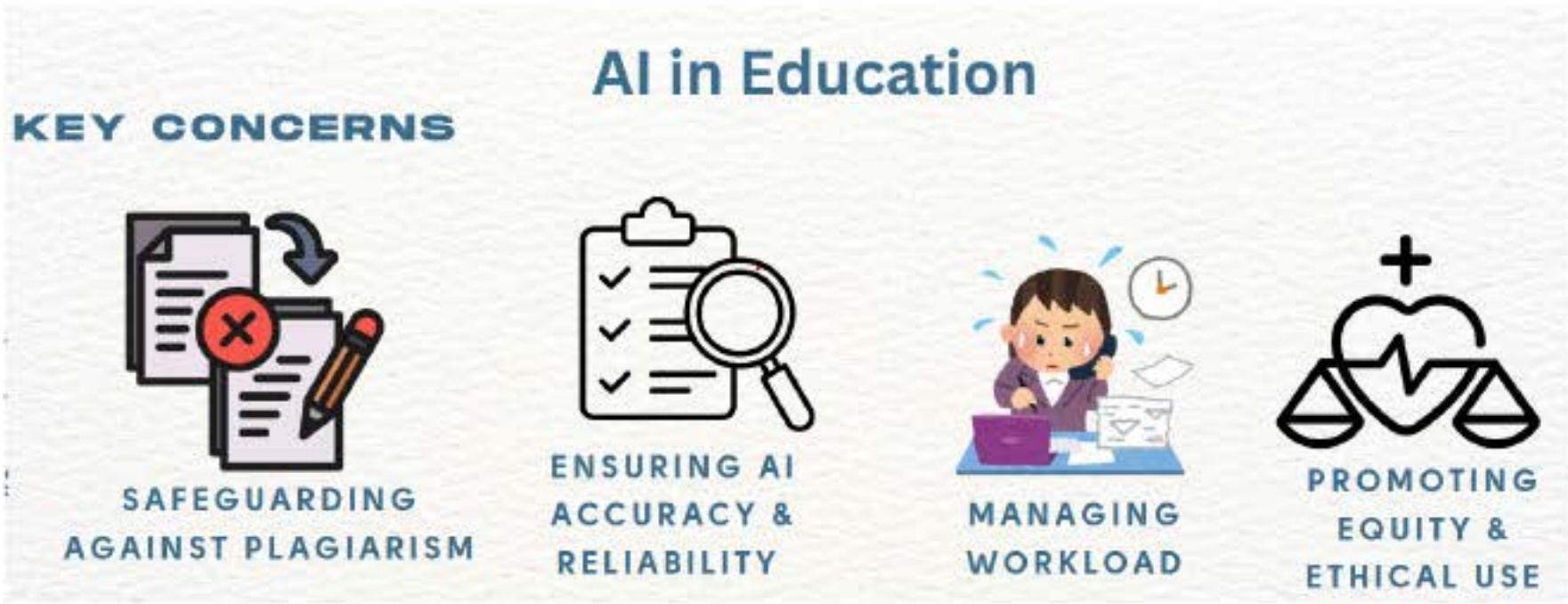
Project Legacy: Spearheaded by a dedicated team of police alumnae who returned to give back to their alma mater, Project Legacy is a cornerstone initiative designed to cultivate resilience, civic responsibility, and leadership among female students. Leading by example as law-abiding citizens, these officers delivered engaging talks, hosted campus talks, and

arranged a National Security Education (NSE) exhibition truck visit to broaden students' civic awareness. Additionally, they facilitated an intensive Leadership Training Day Camp at Pat Heung in Yuen Long to build grit and teamwork under real-world conditions. By merging experiential learning with authentic alumnae mentorship, Project Legacy effectively equipped students with the resilience, adaptability, and leadership qualities required to thrive in dynamic professional landscapes.

The Global Citizenship Education Committee (GCCEd) and its national security education team prioritized nurturing student leaders who demonstrate strong dedication and serve as role models for the whole school. A group of five students was selected for an exclusive educational trip organized by the Chief Executive's Office and the EDB, to Beijing and Nanjing this March with the Principal. They had the opportunity to meet our National Leaders and visited many memorable learning centres and museums that highlighted the resilience in our country's history and the adaptability required for our country's development. After the trip, the participating girls continued to show their dedication by serving as performers in the large-scale "415" National Security Education programme and as ambassadors for the national security exhibition hall. They also shared their national pride and lessons learned with all students during an assembly gathering. By bridging cognitive learning with powerful real-world experiences, our students demonstrated a strong sense of national pride and a deeply rooted love for our country.

Major Concern #2.2:

To Build a Future-ready School – Harnessing technology and enhancing digital literacy, with particular focus on AI



Major Concern #2.2: To Build a Future-ready School – Harnessing technology and enhancing digital literacy, with particular focus on AI

Target (2.2.1):

✧ To continue to improve the IT infrastructure and software solution on the school campus

Recognizing that a reliable digital infrastructure is fundamental to maximizing student learning outcomes—specifically by enabling seamless access to interactive resources and supporting self-directed inquiry—the school prioritized essential IT infrastructure planning this year. By modernizing our technological capabilities, we aim to remove operational barriers so that teachers can fully focus on pedagogy and students can engage deeply with digital learning tools.

To achieve this, the school intentionally focused on laying the strategic groundwork for essential IT infrastructure upgrades. Initial planning commenced to enhance our core networking systems, ensuring reliable digital connectivity across all academic zones. To systematically oversee the spatial and logistical arrangements of these projects, the school recruited a dedicated IT Manager with rich business, non government and tertiary institution experience in August, under whose leadership a comprehensive IT improvement plan was formulated to guide future technological investments.

Simultaneously, to drive these long-term enhancements, plans to form a Premises and Environment Committee at the IMC level in the upcoming academic year to guide our planning, is underway. While this academic year was deliberately dedicated to careful preparation rather than immediate, large-scale rollouts, the school would like to enhance student input next year to refine implementation. This meticulous preparation ensures a smooth, effective deployment of hardware and software upgrades in the upcoming P-I-E cycle, establishing the vital foundation required to deliver a seamlessly tech-enabled, future-ready learning environment.

Target (2.2.2):

✧ To equip teachers and students to learn about the latest technology such as AI, Big Data, Blockchain and Coding and their implications in education

To successfully navigate the rapid evolution of digital technologies, the school adopted a dual-pronged strategy: aggressively upskilling faculty to modernize instructional delivery while simultaneously immersing students in both foundational coding and real-world industrial tech applications.

I. Empowering Educators to Drive Student Success

Strategic Planning & AI Resources: To formulate strategic planning for our school's AI development, a dedicated Task Force on AI-enhanced Learning and Teaching was formed this year. The taskgroup explored related policy papers over the world and studied the implementation of AI in education in local tertiary institutions. When the Blueprint for Digital Education was published by EDB in June, we were able to confirm our school-wide Acceptable Use Policies and ethical guidelines this year. The taskforce also shared best practices of AI in learning in teaching and formed a successful Professional Learning Community, which highly facilitates the implementation of AI learning and teaching at MCS next year.

Capitalizing on this robust governance framework and available funding, we are strategically deploying resources to maximize educational impact—ensuring artificial intelligence serves as a secure, transformative catalyst for both teaching efficiency and our students' future readiness.

Enterprise Platforms & Expert Training: To cultivate a future-ready academic environment, the school partnered with Preface, a leading AI training expert, to deliver comprehensive professional development on the latest artificial intelligence tools. This targeted capacity-building focused on functional competencies and advanced applications, including utilizing autonomous AI agents and constructing specialized "Gems" within Gemini for streamlined pedagogical workflows. This initiative successfully stimulated teachers' curiosity regarding new digital frontiers and was exceptionally well-received across all KLAs. Given this high level of engagement and the rapid evolution of the field, advancing our faculty's AI competencies and application skills will remain a key strategic priority for the next development cycle.

Impact on Instructional Quality: As a direct result of these professional development efforts, 90% of the teaching faculty confidently integrated generative AI tools into their pedagogical practices. This direct translation of teacher learning to classroom practice elevated the overall quality of educational delivery, providing students with richer, more technologically integrated learning experiences.

II. Formal Curriculum and IT Innovation Lab

Formal Computer Literacy Curriculum: Within the formal curriculum, students systematically built their digital competencies. Form 1 students completed foundational AI modules, acquiring applied skills in generative platforms such as Leonardo. Ai, Gemini, and Canva to develop practical digital creation capabilities. Building on this foundation, Form 3 cohorts engaged in the advanced analysis of real-world AI implementations. By evaluating sophisticated technological systems—such as automated recruitment workflows and autonomous vehicles—students successfully advanced their practical understanding of modern computing ecosystems and digital ethics.

IT Innovation Lab Activities (Forms 1–3): To complement these curricular advancements, the IT Innovation Lab funding enabled our school to provided dynamic, experiential learning opportunities for all junior-form cohorts. Through the *Board Game Code Quest*, students actively applied algorithmic thinking and logic to interactive design, strengthening their foundational coding skills. Additionally, students participated in the *Explores the Ecology of China with XR Course*, utilizing extended reality (XR) technology to intuitively investigate complex environmental and geographical systems. Together, these hands-on initiatives seamlessly bridged cutting-edge immersive technology with interdisciplinary learning, transforming theoretical tech knowledge into highly engaging, real-world applications.

Concluding Reflections



Driven by a rigorous Planning–Implementation–Evaluation (P–I–E) cycle, our school systematically realizes the Education Bureau's Seven Learning Goals while setting elevated benchmarks for student development. In 2025–26, this translated to cultivating grounded, forward-thinking female leaders who understand the practical pathways to well-being.

In 2025–26, we continue to achieve these goals by developing grounded, forward-thinking female leaders who understand the needs and practical means for well-being.

*Our academic ecosystem rigorously expands students' **Breadth of Knowledge** through self-directed inquiry via online platforms and scientific keynotes on climate-resilient genetics. This intellectual vitality is complemented by refined **Language Proficiency**, strengthened through English-learning community projects and sophisticated multimodal assessments. Building on foundational **Digital Literacy**, we strategically integrate coding curricula and partnerships with tertiary institutions, enabling students to harness emerging technologies with ethical discernment and agility. Concurrently, systematic cooperative learning strategies develop essential **Generic skills** into self-directed intellectual agency. To ensure that our graduates thrive in dynamic landscapes, comprehensive **Life Planning**—enriched by female leadership symposiums and exclusive industry exposure—equips them to pioneer future pathways with unwavering confidence. Students also learn from peer model leaders who exemplify a strong sense of **National Identity and Global Perspective**.*

*We define a **Healthy Lifestyle** as comprehensive physical and emotional resilience, with an additional dimension of spirituality. This is actively nurtured through spaces such as The Bad Day Café, structured mindfulness modules, and whole-school athletics. Students' sense of fulfillment is further enhanced by advancing sustainability initiatives, translating civic pride into actionable, compassionate service as part of Maryknoll life.*

Guided by a robust and reflective School Self-Evaluation (SSE) mechanism, we have identified key opportunity gaps to inform our next development cycle. To proactively respond to the evolving educational landscape, our upcoming planning cycle will focus on three Major Concerns: nurturing self-regulated learners with digital literacy, fostering resilience and well-being, and pioneering a future-ready school with interdisciplinary learning.

Through these strategic priorities, Maryknoll reaffirms its steadfast dedication to continuous school improvement and educational excellence. Values education remains the bedrock of Maryknoll's commitment to whole-person development and the guiding inner light that illuminates one's direction. We ensure that every Maryknoller is equipped not only to navigate a complex global landscape, but also to lead it—exemplifying our enduring motto, **Virtue Alone Ennobles**, *through lifelong excellence and all-round development.*

Our Learning and Teaching

Our school is committed to designing a curriculum aligned with our vision and mission, addressing the intellectual, spiritual, psychological, emotional, and physical needs of our students. We aim to provide diverse learning experiences that promote whole-person development.

Our curriculum is balanced, comprehensive, and multi-faceted, catering to a wide range of abilities and needs. Flexible timetables enable interdisciplinary, cross-curricular, and extended learning activities, particularly those designed to promote values education.

Driven by a rigorous Planning–Implementation–Evaluation (P–I–E) cycle, our school systematically realizes the Education Bureau's Seven Learning Goals while setting elevated benchmarks for student development. In 2025–26, this translated to cultivating grounded, forward-thinking female leaders who understand the practical pathways to well-being. Guided by a robust and reflective School Self-Evaluation (SSE) mechanism, we have identified key opportunity gaps to inform our next development cycle. To proactively respond to the evolving educational landscape, our upcoming planning cycle will focus on three Major Concerns: nurturing self-regulated learners with digital literacy, fostering resilience and well-being, and pioneering a future-ready school with interdisciplinary learning.

Key Learning and Teaching Strategies

Our learning and teaching strategies are designed to empower students with the skills and mindset needed to thrive in an ever-changing world, equipping them for lifelong learning and personal growth.

1. Student-centered Learning

Student-centered learning is encouraged to promote intrinsic motivation, learner autonomy and mindful assessment, catering to the needs of all students. Strategies such as peer interaction, collaborative learning and cooperative learning provide both cognitive and affective benefits. Alternative assessment tasks are aligned to scaffold student learning, facilitating learning orientation, self-regulation, and peer feedback for deeper engagement and understanding.

School-based curricular subjects, namely the Extended Learning Program, Project-based Learning, and STEAM Education, are integral to the junior-form curriculum. These student-oriented initiatives complement knowledge and skills acquired in regular subjects while enhancing students' future-ready skills.

2. AI and Digital Learning

The school embraces eLearning (both synchronous and asynchronous) and blended Learning, which integrates online and face-to-face teaching, to empower self-directed learning. Particularly, flipped classrooms are encouraged to promote student ownership of learning, facilitating personalized learning both inside and outside the classroom.

There are 3 computer rooms, including a multi-media learning centre (MMLC). All classrooms are equipped with desktop computers and smart TVs. Teachers are supported with notebook computers and iPads. The

Bring-Your-Own Device (BYOD) Program has been fully implemented in all forms, with Wi-Fi coverage in all classrooms and special rooms to support self-directed learning.

Collaboration tools and e-platforms such as Edpuzzle, Mentimeter, Nearpod and Padlet are used for interactive learning. Platforms like Google Suite for education and the eCampus extend teaching, learning and communication beyond school hours.

In the 2025-26 school year, we explored integrating artificial intelligence technologies such as Goodclass.ai and Google Gemini to further empower learning and teaching. Building on this foundation, a dedicated Task Force on AI-enhanced Learning and Teaching was formed, and the school partnered with Preface, a leading AI training expert, to deliver comprehensive professional development. As a result, 90% of the teaching faculty confidently integrated generative AI tools into their pedagogical practices. Within the formal curriculum, Form 1 students completed foundational AI modules, while Form 3 cohorts engaged in the advanced analysis of real-world AI implementations, including automated recruitment workflows and autonomous vehicles.

3. Reading to Learn

A dedicated reading session is scheduled from Monday to Thursday in the regular timetable. The school also runs an on-line reading program for Chinese and English reading materials. Regular book author talks and speaker sessions are organized to spark students' interest in reading. Reading Ambassadors actively promote a reading culture throughout the school year. The Maryknoll Reading Challenge (a self-paced, self-motivated reading marathon) encourages students to reach three achievement levels: Avid Reader, Voracious Reader, and Bibliophile, by completing reading tasks and writing entries.

4. Inquiry Learning

Students' critical thinking skills and creativity are cultivated through classroom questioning, project work, and inquiry activities. In Form 1, students participate in two Project-based Learning lessons per week, where they develop skills for issue-based inquiry through collaborative group projects. Students research topics of personal interest and compile a research report by the end of the academic year. As students progress to higher forms, they continue to engage in project-based or inquiry work across interdisciplinary subjects. This incremental approach fosters a culture of inquiry, equipping students with higher-order thinking skills and information fluency essential for academic and personal growth.

To explicitly spark intellectual curiosity and promote student-driven learning, the school launched a "Virtual Curiosity Hub." This innovative digital platform invited students to ask diverse, open-ended questions on any topic, effectively giving them the agency to drive their own knowledge acquisition beyond the standard curriculum. Teachers and alumnae were enlisted to help answer these questions, nurturing a school-wide culture of creative, self-directed exploration.

These strategies reflect our commitment to creating a dynamic and student-focused learning environment that prepares students to excel in a rapidly evolving world.

Medium of Instruction Policy

All subjects, except for Chinese Language, Chinese History and Putonghua, are conducted in English.

Putonghua is a compulsory subject for students from Forms 1 to 3, ensuring they build a strong foundation in the language. A variety of language-rich activities are implemented to enhance students' linguistic abilities, including Chinese and English reading schemes, prose reading and verse speaking, and drama and musicals. These activities provide students with meaningful and engaging opportunities to strengthen their language skills, fostering confidence and fluency in their use of multiple languages. We are committed to maintaining a high level of proficiency in biliteracy and trilingualism that exceeds the requirements of public examinations.

Curriculum Tailoring and Adaptation for Learning and Assessment

Our curriculum includes both summative and formative assessment measures to support diverse learning needs. Midyear and final examinations are conducted annually, supplemented by Common Test Weeks held in March. Continuous formative assessments are implemented throughout the year, allowing students to learn at their own pace and fostering self-directed learning. This approach enables teachers to adopt diverse teaching strategies to address students' individual needs, particularly in the first term. Approximately 70% of teachers designed and executed individualized learning tasks utilizing self-regulated learning frameworks, explicitly scaffolding students in goal-setting, resource management, self-monitoring, and post-task evaluation.

The school provides additional resources to support Non-Chinese Speaking students through pull-out programs to prepare students for alternative Chinese Language public examinations recognised by universities. Extra resources are devoted to help these students progressively bridge the gap with their Chinese counterparts in terms of their Chinese Language proficiency. A focus has been placed in enhancing the Non-Chinese Speaking students' language skills beyond the examination curriculum, emphasizing practical usage. Extra-curricular activities are run to promote cultural understanding and harmony among students of diverse backgrounds, providing the Non-Chinese Speaking students with opportunities to practise Chinese language in a constructive and immersive manner.

Students with Special Educational Needs are provided with tailored support. Special assessment arrangements for internal and external examinations are arranged based on professional recommendations. Individualized Education Plans (IEPs) are developed and implemented under the guidance of Educational Psychologists. Regular case conferences are held to ensure specific needs of students concerned are met effectively.

These measures reflect the school's commitment to delivering an inclusive learning environment, ensuring that all students, regardless of their learning needs or background, have the opportunity to thrive academically, socially, and emotionally. Values education remains the bedrock of Maryknoll's commitment to whole-person development and the guiding inner light that illuminates one's direction. We ensure that every Maryknoller is equipped not only to navigate a complex global landscape, but also to lead it—exemplifying our enduring motto, *Virtue Alone Ennobles*, through lifelong excellence and all-round development.

Number of Active School Days

Number of Days with Regular Classes

2023-2024	2024-2025	2025-2026
172	170	170

Number of Days with Other Learning Activities

2023-2024	2024-2025	2025-2026
18	20	20

Lesson Time for the 8 Key Learning Areas
F.1-3

Key Learning Area	**2023-2024**	**2024-2025**	**2025-2026**
Chinese Language Education	17.0%	17.0%	17.0%
English Language Education	20.0%	20.0%	20.0%
Mathematics Education	11.1%	11.1%	11.1%
Personal, Social & Humanities Education	21.4%	21.8%	21.8%
Science Education	10.4%	10.4%	10.4%
Technology Education	6.7%	6.3%	6.3%
Arts Education	8.9%	8.9%	8.9%
Physical Education	4.4%	4.4%	4.4%

Subjects Offered (2025-2026)						
Subjects	F.1	F.2	F.3	F.4	F.5	F.6
Chinese Language Education						
Chinese Language	✔	✔	✔	HKDSE	HKDSE	HKDSE
Putonghua	✔	✔	✔			
English Language Education						
English Language	✔	✔	✔	HKDSE	HKDSE	HKDSE
Literature in English	✔	✔	✔	HKDSE	HKDSE	HKDSE
Mathematics Education						
Mathematics	✔	✔	✔	HKDSE	HKDSE	HKDSE
Mathematics Extended Module 1				HKDSE	HKDSE	HKDSE
Mathematics Extended Module 2				HKDSE	HKDSE	HKDSE
Personal, Social & Humanities Education						
Economics				HKDSE	HKDSE	HKDSE
Chinese History	✔	✔	✔	HKDSE	HKDSE	HKDSE
Citizenship, Economics and Society	✔	✔				
Life and Society			✔			
Geography	✔	✔	✔	HKDSE	HKDSE	HKDSE
History	✔	✔	✔	HKDSE	HKDSE	HKDSE
Religious and Moral Education						
Ethics/Religious Education	✔	✔	✔	#	#	#
Science Education						
Science (S1-2)	✔	✔				
Biology			✔	HKDSE	HKDSE	HKDSE
Chemistry			✔	HKDSE	HKDSE	HKDSE
Physics			✔	HKDSE	HKDSE	HKDSE
Arts Education						
Visual Arts	✔	✔	✔	HKDSE/#	HKDSE	HKDSE
Music	✔	✔	✔	HKDSE/#	HKDSE/#	HKDSE/ #
Physical Education						
Physical Education	✔	✔	✔	#	#	#
Technology Education						
Computer Literacy	✔	✔	✔			
Information and Communication Technology				HKDSE	HKDSE	HKDSE
Technology & Living	✔	✔	✔			
Business, Accounting and Financial Studies				HKDSE	HKDSE	HKDSE
Global, Citizenship & Civic Education						
Citizenship & Social Development				HKDSE	HKDSE	HKDSE
School-Based Programs						
Extended Learning Program	✔			✔		
Project Based Learning	✔					
Science, Technology, Engineering, Arts & Mathematics (STEAM) Education	✔	✔				

Students taking these subjects do not have to take the subjects in public examinations.

✔ Classes in Junior/Senior Secondary Curriculum

All subjects apart from Chinese Language, Chinese History and Putonghua are conducted in English.

Our Students

Our students take great joy in their school life and particularly value the wide range of opportunities available to them, along with the freedom to choose, explore, and take on leadership roles. We uphold high standards of behaviour, and our students consistently rise to meet these expectations with integrity and maturity. They are academically motivated, thrive in a collaborative learning environment, and demonstrate genuine respect for all members of the school community.

Students' Class Organisation and Enrolment

Year	Class Structure		Roll	Catholic Students
	No. of classes	Classes by level		
2023-2024	30	F.1-6: 5 classes	804	26%
2024-2025	30	F.1-6: 5 classes	841	25%
2025-2026	30	F.1-6: 5 classes	880	25%

Student Attendance Rate (in percentage)

Level	2023-2024	2024-2025	2025-2026
S1	97.3	97.9	98.5
S2	96.7	96.5	96.7
S3	95.8	94.9	96.8
S4	94.4	95.6	94.2
S5	94.0	93.8	93.5
S6	93.3	92.9	90.9

Our Teachers

Our teachers are well qualified, experienced and dedicated. They possess up-to-date pedagogical and subject knowledge and continue to learn and improve. They embrace the Vision & Mission of the School, and are committed to nurturing our students accordingly.

Teachers' Qualifications

Teaching Staff Information (Including Principal)

	2023-2024	2024-2025	2025-2026
Total number of teachers	71	69	69
Number of teaching posts in the approved establishment	65	65	65

Highest Academic Qualifications attained by Teachers

	2023-2024	2024-2025	2025-2026
% of teachers with master's degree or above	67	53	53
% of teachers with bachelor's degree	100	100	100
% of teachers with tertiary non-degree qualifications	0	0	0

Teachers holding qualified professional status

	2023-2024	2024-2025	2025-2026
% of professionally-trained teachers	98.5	97.0	97.0

Subject-trained teachers in the core-three subjects

	2023-2024	2024-2025	2025-2026
% of subject-trained Chinese Language teachers	100	100	100
% of subject-trained English Language teachers	100	100	100
% of subject-trained Mathematics teachers	90	90	90

Teachers meeting Language Proficiency Requirement (LPR)

	2023-2024	2024-2025	2025-2026
% of English teachers meeting LPR	100	100	100
% of Putonghua teachers meeting LPR	100	100	100

Teachers' Experience

	2023-2024	2024-2025	2025-2026
% of teachers with 0 to 2 years of experience	7.7	7	7.5
% of teachers with 3 to 5 years of experience	4.3	4	9
% of teachers with 6 to 10 years of experience	13	14	19.3
% of teachers with over 10 years of experience	75	75	64.5

Support for Student Development

At Maryknoll Convent School, student development is supported through a comprehensive and collaborative framework that addresses academic, emotional, physical, and social needs. This year, a wide range of initiatives were implemented to ensure that every student receives the guidance, care, and opportunities necessary to thrive.

Role of Homeroom Teachers
Homeroom teachers' support plays a pivotal role in our student support. Throughout the first term, homeroom teachers deepened their engagement with students through one-on-one and small group meetings. These regular interactions helped identify individual needs and fostered stronger relationships. Teachers also maintained close communication with parents to address concerns and support students' development at home. Form-based parents' evenings were held to cater to the specific needs of each year level, providing a platform for homeroom teachers and parents to discuss students' growth. Talks and informational sessions equipped parents with strategies for effective parent-child communication. Prior to Report Card Day, students were invited to share their concerns—ranging from academic progress to personal and family matters—with their homeroom teachers, who then coordinated with parents to offer timely support and guidance.

Student Support and Pastoral Care
The Counselling Committee worked closely with two full-time school social workers and external professionals—including a clinical psychologist, educational psychologists, and a psychiatric nurse—to support students facing emotional challenges, academic stress, peer relationship issues, and other developmental concerns. This collaborative approach ensured that students received timely and professional care tailored to their individual needs. These efforts align with our strategic focus on Nourishing a healthy mind, body and soul, as articulated in Major Concern #1.2, which emphasizes nourishing a healthy mind, body, and soul through coordinated whole-school approaches.

Extra-Curricular Activities
The school's vibrant extra-curricular programme continued to play a vital role in student development. Positive feedback from the school community highlighted its impact on building confidence, teamwork, and leadership. The Four Houses and various clubs provided platforms for students to explore interests and showcase talents, while academic activities stimulated intellectual curiosity. Service initiatives nurtured compassion and responsibility, aligning with the school's vision for holistic education. Continued evaluation and expanded leadership opportunities were recommended to further enhance these outcomes. As part of Major Concern #1.1, Forging strong bonds and collaborative work, showing their student agency —most notably Maryknoll's Got Talent and SA Week—celebrated student leadership and creative achievements, with APASO data confirming significant advancements in students' social competencies.

Healthy Lifestyle
At MCS, we place strong emphasis on both physical and mental health. All students from Forms 1 to 6 participate in Physical Education classes that offer a comprehensive curriculum. In addition to sports clubs and teams for selected athletes, the school organises inclusive events such as inter-house competitions, the Annual Swimming Gala, Athletics Meet, and inter-class ball games and running contests. Healthy eating is promoted through classroom discussions and themed events like 'Fruit Day' and 'Green Friday.' To support balanced nutrition, all meals and snacks provided by the school canteen are vetted by qualified nutritionists.

To achieve optimal holistic health, the school adopted a comprehensive approach to cultivating sustainable wellness routines. Through the Extended Learning Programme (ELP) and targeted Form 4 stretching sessions,

students engaged in yoga, flexibility training, and nutritional education. The Character Education Committee spearheaded a 21-Day Habit Challenge that empowered students to shift from mere rule compliance to genuine internal discipline, challenging junior cohorts to regulate their electronic device usage and senior cohorts to optimize their sleep hygiene and study schedules. Post-challenge evaluations revealed a profound shift in student agency, demonstrating that students acquired the lifelong executive functioning skills needed to sustain highly balanced, resilient, and productive daily lifestyles.

Mental and Psychological Well-being

Mental health promotion remains a cornerstone of our student support strategy. Staff Development Programmes featured seminars and workshops led by psychiatrists, clinical psychologists, and educational psychologists to equip teachers with the knowledge and skills to address mental health concerns. For over a decade, the school has championed positive psychology. Teachers and student ambassadors—known as the Smileys—have been trained to promote character strengths and emotional resilience. Smileys organised programmes to support junior-form students and uplift Form 6 students during exam periods.

Through a coordinated whole-school approach, our diverse programmes successfully translated Social and Emotional Learning (SEL) principles into concrete student outcomes. By engaging in an SEL curriculum focused on neuroscience and mindfulness, Form 1 and Form 4 students translated a cognitive understanding of brain development into active emotional processing, utilizing concrete tools like mindful photography and Zentangle to self-soothe. Through therapeutic spaces like The Bad Day Café and structured homeroom check-ins, students successfully learned to articulate their socio-emotional needs and practice healthy, real-time coping mechanisms. The 'Harmonious Campus' program and targeted anti-bullying workshops equipped Form 1 students with non-violent communication skills and bystander intervention protocols.

Peer Mentorship and Relational Care

Students cultivated a profound sense of inner security and mutual respect through structured relational routines. By pairing Form 1 mentees with senior mentors (Forms 4 and 5), we engineered a routine of socio-emotional care. Junior students navigated a low-anxiety, highly supported transition to secondary school, while senior mentors demonstrated measurable increases in empathy, active listening, and emotional maturity. The success of these relational routines is strongly validated by recent APASO data, which confirms a very high sense of belonging among the student body. Driven by these exceptional outcomes, we are actively preparing for the future expansion of the peer-mentorship programme to further deepen our campus culture of mutual respect.

Values Education and Spiritual Formation

Guided by this year's two chosen MMJ themes, "Presence of God" and "Contemplation and Action," the school successfully cultivated a deep spirit of love and service by seamlessly translating inner spiritual formation into proactive community engagement. The school organized six interactive, peer-collaborated MMJ Spirituality Formation sessions on the two themes. For the theme of Presence of God, students explored their spirituality through soul-searching and sharing, uncovering the divine within themselves to guide a life rooted in Faith, Hope, and Love. The rest of the sessions bridged faith and service through the theme of Contemplation and Action.

Through homeroom-based projects, students actively engaged in a continuous cycle of contemplation, action, and reflection. Junior form students partnered with NGOs to address specific societal needs, with Form 1 focusing on elderly welfare, Form 2 on ethnic minority inclusion, and Form 3 on poverty and food insecurity. Senior students (Forms 4 and 5) demonstrated high-level civic responsibility by independently designing service projects aligned with self-selected social concerns. To ensure that "Action" is a universally shared value, the Catholic Society and Social Service Committee successfully drove the school to achieve its target of 100% student participation in at least one volunteer session this year. This year, our students have completed a total of 2,115 external service hours, reflecting service values in every student.

Through documented reflections, ECA service profiles, and the conferment of service awards, students demonstrated significant growth in empathy, teamwork, and leadership—solidifying their lifelong commitment to serving the community, our country, and the global society. Values education remains the bedrock of Maryknoll's commitment to whole-person development and the guiding inner light that illuminates one's direction.

Catering for Learner Diversity

With support from the EDB and the MCS Educational Trust, the school provides additional services such as Learning Support Groups and school-based educational, psychological, and clinical psychological services. Individualised Education Plans (IEPs) are developed for students with Special Educational Needs. Regular case conferences involving educational psychologists, social workers, and teachers to review and support students' learning needs. Surveys conducted by educational psychologists help identify learning styles and challenges, enabling teachers to tailor their support accordingly.

Enhancement and enrichment classes are offered to help students of varying academic abilities stretch their potential and improve. Split classes and pull-out tutorial sessions provide more focused attention for students who benefit from smaller learning groups. The school also provides additional resources to support Non-Chinese Speaking students through pull-out programs, with extra-curricular activities run to promote cultural understanding and harmony among students of diverse backgrounds.

Home-School Co-operation

We recognize that student wellness routines thrive best within a calm, deeply supportive adult ecosystem. By hosting expert-led positive parenting workshops alongside informal breakfast gatherings, we equipped parents with concrete stress-management strategies and fostered meaningful parent-teacher rapport, directly bolstering students' emotional security at home. To facilitate parental engagement with emerging educational paradigms, the PTA launched JoyAJoy, an accessible digital learning hub. This platform successfully disseminated evidence-based resources concerning contemporary parenting trends and adolescent mental well-being. Demonstrating strong community engagement, the platform recorded nearly 400 visits, with 218 parents successfully completing the comprehensive course.

Through these strategic priorities, Maryknoll reaffirms its steadfast dedication to continuous school improvement and educational excellence. We ensure that every Maryknoller is equipped not only to navigate a complex global landscape, but also to lead it—exemplifying our enduring motto, *Virtue Alone Ennobles*, through lifelong excellence and all-round development.

Performance of Students

2026 Graduates Statistics (For School Report)

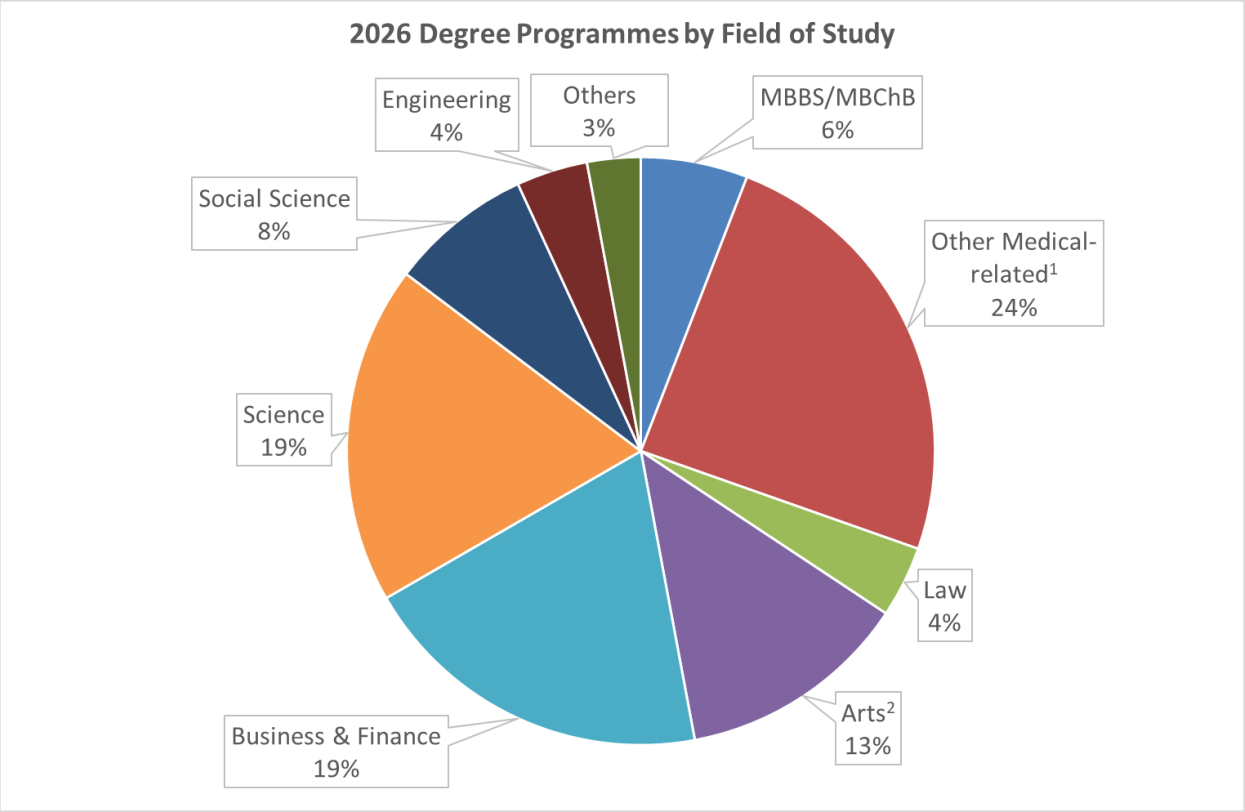
2026 Graduates Destination

	% of students
Degree Programmes	**89.5**
Local	*76.3*
Outside Hong Kong	*13.2*

2026 Degree Programmes Enrolled by Local Tertiary Institutions

	%
HKU	23.0
CUHK	27.6
HKUST	11.5
PolyU	13.8
CityU	6.9
Others	17.2

2026 Degree Programmes by Field of Study



Remarks:

1. Including programmes in Pharmacy, Nursing, Physiotherapy, Radiography, Occupational Therapy, Optometry, Speech and Hearing Sciences, Chinese Medicine and Biomedical Sciences.
2. Including programmes in Architectural Studies.

2026 Universities offers outside Hong Kong

Asia
Beijing Film Academy
Beijing Foreign Studies University
Chengdu University of Traditional Chinese Medicine
Communication University of China
Sichuan University
Tsinghua University
Zhongnan University of Economics and Law

Australia
Monash University
Murdoch University
University of Queensland
University of Western Australia

Canada
British Columbia Institute of Technology
Concordia University
McGill University
McMaster University
Toronto Metropolitan University
University of British Columbia
University of Toronto
University of Waterloo
York University

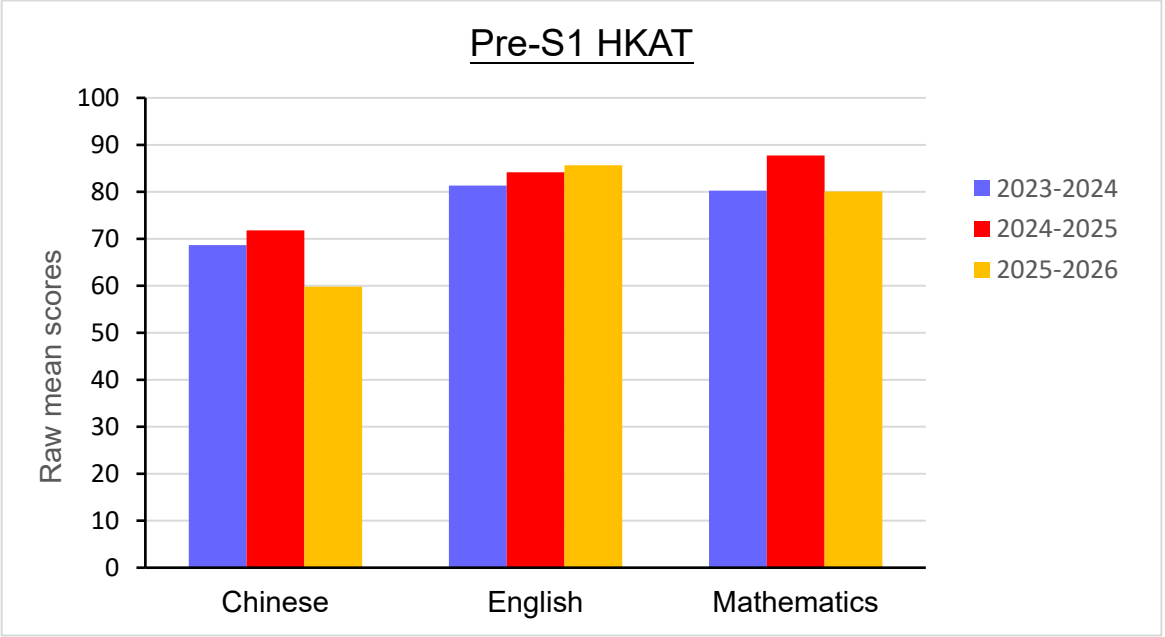
United Kingdom
Cardiff University
City St George's, University of London
Coventry University
Durham University
Imperial College London
King's College London, University of London
Lancaster University
London School of Economics and Political Science
Loughborough University
Newcastle University
Queen Mary University of London
Royal Holloway, University of London
Royal Veterinary College, University of London
The University of Edinburgh
UCL (University College London)
University of Bath
University of Birmingham
University of Bristol
University of Cambridge
University of Exeter
University of Glasgow
University of Leeds
University of Leicester
University of Liverpool
University of Manchester
University of Reading
University of Sheffield
University of Southampton
University of Surrey
University of the Arts London
University of Warwick
University of York

United States of America
University of California, Davis
University of California, San Diego

Pre-S1 HKAT

Raw mean scores of Pre-S1 HKAT in the three core subjects

	2023-2024	2024-2025	2025-2026
Chinese	68.65	71.78 (55.87)	63.51
English	81.34	84.16 (47.24)	85.67
Mathematics	80.24	87.73 (63.95)	80.06



Figures in brackets indicate the mean scores for HK Schools in 2024-2025.

As the test is optional to be conducted in 2023-2024 and 2025-2026 there are no data for HK schools in these years.

2023-2026 HKDSE Statistics

- 11.8% of students have attained scores of 30 points or above in their best five subjects. (Level 5** = 7 points; Level 5* = 6 points; Level 5 = 5 points)
- The highest result attained is **six Level 5** and one Level 5***.

2023-2026 HKDSE General Performance in the Best Five Subjects

	MCS (%)	Territory Day School (%)
Five Level 5**	1.0	0.1
Five Level 5* or above	8.8	1.2
Five Level 5 or above	23.7	4.5
Five Level 4 or above	67.8	18.0
Five Level 3 or above	88.9	41.9

2023-2026 HKDSE Performance in Chinese Language, English Language & Mathematics Compulsory Part

	MCS (%)	Territory Day School (%)
Level 5**	5.4	1.2
Level 5* or above	24.5	4.8
Level 5 or above	48.1	12.0
Level 4 or above	81.3	33.2
Level 3 or above	94.9	59.3

2023-2026 HKDSE Performance in Elective Subjects Offered

	MCS (%)	Territory Day School[1] (%)
Level 5**	4.7	1.8
Level 5* or above	19.5	7.3
Level 5 or above	43.7	18.4
Level 4 or above	81.9	43.6
Level 3 or above	95.5	69.9

Remark:

1. Only electives taken by MCS students are counted in territory day school statistics.

Student Achievements

Maryknoll Convent School provides a comprehensive, holistic education that empowers every girl to thrive. We cultivate a supportive, inspiring culture where students are encouraged to explore their passions, pursue excellence, and realize their full potential. Through rich opportunities for growth, our students develop the personal initiative, dedication, and resilience needed to achieve extraordinary success.

Highlights of our Students' Achievements:

Art

Organised by Hong Kong Society for Education in Art (HKSEA), the prestigious award recognises artistic talent and achievements of secondary school students. Each year 10 scholarships are respectively awarded to students in junior and senior categories across Hong Kong. Awardees' artworks were exhibited at the City Hall in Central. This is the 4th consecutive year our school students have won the award.

Tara Chung	F4	Grantham Visual Arts Awards 2024/2025*	Hong Kong Society For Education in Art (HKSEA)	Grantham Visual Arts Award (Junior Category)
Crystal Hung	F1	HK Art Association 2026 世界森林日繪畫・電繪・手工勞作比賽	Hong Kong Art Association	Gold Award
Serena Lai	F3	第七屆全港青幼童大賞 繪畫比賽x大阪展 2025 Japan Artline Creative Competition 2025 Teenage Group Chinese Painting	Top Creation Artline	Gold Award 2nd
Violet Lam	F1	《 Cartoon 》 Art Competition	Hong Kong Arts Development Organization	1st runner up
Natalie Wong	F3	物業管理業監管局物業守護者形象設計比賽	物業管理業監管局	季軍

Sports

Maryknoll Convent School's legacy of sports excellence continues to shine! In the 2025–26 academic year, our athletes demonstrated impressive strength across the board, earning 3rd Runner-Up in the territory-wide Laurel Gold Award for our high participation and performance in Division 1 sports. Highlighting these achievements, the MCS Beach Volleyball Team captured the A Grade Championship in the Interschool Beach Volleyball Competition, securing promotion to Division 1 and bringing our total to 5 Division 1 teams for the

next academic year. Our success extended across disciplines, with the MCS Trampolining Team claiming victory as B Grade Champions at the 26th Hong Kong Secondary Schools Trampolining Championships, and the MCS Foil Team earning Overall 2nd Runner-Up in the Foil division at the All Hong Kong Inter-Schools Fencing Competition. Congratulations to all our student-athletes on an extraordinary season!

Individual achievements further highlighted the school's sporting excellence this season, with four student-athletes earning prestigious individual accolades. We have a number outstanding individual athletes whose achievement got recognised in 2025-26. Maggie Lam (6C) was named Outstanding Athlete in Beach Volleyball (Division 2 Girls) for her exceptional performance and leadership on the court. Meanwhile, emerging talents Alice Man (4D) and Hailey Chiu (2E) were honored with Rising Star Athlete Awards in the Open Division—Alice in B Grade Fencing and Hailey in C Grade Squash—celebrating their impressive potential and stellar contributions to their respective sports. Leann Kwok is the recipient of Outstanding Student Sports Award in the Watson Group 185th Anniversary HK Outstanding Student Sports Awards.

Beyond school competitions, many of our outstanding athletes proudly represent Hong Kong and won international and territory wide prizes. Congratulations to their wonderful achievements!

Clare Wong	F5	2025 Australian Open Taekwondo Championship	Hong Kong Representative	Bronze medal
Clare Wong	F5	2025 Swiss Open Taekwondo Championship	Hong Kong Representative	Bronze medal
Alice Man	F4	Asian Cadets Fencing Championships — Women's Foil Team (Cadet)	Fencing Confederation of Asia	Champion
Alice Man	F4	FIE Cadet Foil World Cup 2025 (Istanbul, Turkey) Women's Foil Individual	International Fencing Federation	Silver
Doris Ray	F2	All Hong Kong Inter-Schools Gymnastics Competition 2025-2026	Balance Beam Floor Exercise B Grade	Champion 2nd
Catelyn Suen Kaley Wong Cheryl Li Alice Man	F4 F2 F5 F4	Inter-School Fencing Competition 2025–2026 Women	Epee A grade Epee C grade Foil A Grade Foil B grade	Silver Silver Bronze Bronze

Hailey Chiu	F2	HKSSF Inter-School Individual Squash Competition 2025-2026	Hong Kong Squash Association C Grade	Champion
Wong Tsz Yui Audrey	1C	香港中文大學射箭公開邀請賽反曲弓中級組（雙輪 60 米）	香港中文大學	1st Runner Up

Language

Our English Debating Team delivers yet another extraordinary year of achievements, sweeping top honors across major regional tournaments in 2025–26. In the Hong Kong Secondary Schools Debating Competition (HKSSDC), our debaters claimed multiple Term 1 and Grand Final Championships, alongside several Best Speaker awards in both the Standard and Enhanced Formats. The team maintained its winning momentum at the UNSDGs Debating Competition 2025/26, bringing home Grand Final Championship titles and Best Speaker honors across junior and senior divisions alike.

Individual Prizes

Emma Cheng Ava Hong Cheryl Hung Suri Lee Alicia Leung Cheryl Li Veronica Ng Syeda Intisar	F4 F5 F6	2025-2026 Hong Kong Secondary Schools Debating Competition (HKSSDC)	Term 1, 2, Grand Final	Best Speakers
Wong Kaley Alicia Leung		2025-2026 Hong Kong Secondary Schools Debating Competition (HKSSDC)	Standard Format Final	Best Speakers
Ava Hong Cadence Wu		UNSDGs Debating Competition 2025/26	EMI Form 2, 4&5 Division	Grand Final Best Speakers
Alicia Leung	F4	HKU Ethos High School Essay Competition 2025	LKS Faculty of Medicine at The University of Hong Kong	Grand winner in Medical Narratives
Grace Liu 廖恩庭	F3	萬國郵政聯盟第55屆國際書信寫作比賽	香港郵政主辦、教育局協辦	香港區**冠軍**

Andrea Fung	F4	「天馬盃 2025-2026 全港中文寫作比賽比賽」中學高級組	香港文藝教育協會	金獎
Tammy Yung	F3	2025-2026年「菁英盃」現場作文創作大賽 初賽	中國青少年語言文化學會	一等獎
Chloe Lo	F5	77th Hong Kong Schools Speech Festival (2025) (English Speech) - Solo Prose Reading (Non-Open)	77th Hong Kong Schools Speech Festival	Champion
Alicia Chan Bella Chiu	F1	77th Hong Kong Schools Speech Festival (2025) (English Speech) - Dramatic Duologue	77th Hong Kong Schools Speech Festival	Champion
Hazel Chou Ariel So Cherly Hung Ellsy Wang Neha Nair Jeanie Wong Bethnay Lam Gigi Wong		77th Hong Kong Schools Speech Festival (2025) (English Speech) - Solo Verse Speaking (Non-Open)	77th Hong Kong Schools Speech Festival	Champion (Individuals)

Performing Arts

In 2025–26, Maryknoll Convent School's performing arts teams demonstrated exceptional talent and dedication across dance and drama. At the 62nd Schools Dance Festival, the dance teams swept top honors, with Contemporary Dance earning four Honours Awards and three Choreography Awards, alongside two Honours Awards and a Highly Commended Award for Chinese Dance. In drama, the Drama Club captured Outstanding Performance and Outstanding Script at the English Drama Fest 2026, while the Chinese Drama Club earned Awards for Outstanding Stage Effects, Outstanding Cooperation, and Outstanding Overall Performance at the Hong Kong School Drama Festival. These exceptional accolades reflect the extraordinary talent, discipline, and dedication of our student artists.

MCS Chinese Dance Team		62nd School Dance Festival	群舞（古典舞） 《江南春色》	優等獎
MCS Chinese Dance Team		62nd School Dance Festival	群舞（古典舞）	優等獎

			《江南春色》	
MCS Chinese Dance Team		62nd School Dance Festival	三人舞（古典舞） 《韶華》	甲等獎
MCS Contemporary Dance Team		62nd School Dance Festival	Group Dance - "System Overload"	Honours Award & Choreography Award
MCS Contemporary Dance Team		62nd School Dance Festival	Group Dance - "Echoes in Contrast"	Honours Award
MCS Contemporary Dance Team	F3, F4, F5	62nd School Dance Festival	Trio – "Tangled Truths"	Honours Award & Choreography Award
MCS Contemporary Dance Team		62nd School Dance Festival	Trio – "Between the Faded Lines"	Honours Award & Choreography Award
Drama Club		English Drama Fest 2026	The Association of English Medium Secondary School	Outstanding Performance, Outstanding Script
Shahid Haniya	F4	English Drama Fest 2026	The Association of English Medium Secondary School	Outstanding Performer
戲劇學會		香港學校戲劇節		傑出舞台效果獎、傑出合作獎、傑出整體演出獎
梁詠嘉、梁苡甯、李皚晴、秦濼恩、周穎喬、劉善行	F2, F3, F5	香港學校戲劇節		傑出演員獎

STEM & Sustainability

Maryknoll Convent School students demonstrated exceptional innovation and problem-solving across various STEM and sustainability competitions. Their accomplishments span victories in robotics, entrepreneurship, and engineering design.

Selected awards include:

Hayze Wan Avis Ho Cheryl Hui Kylie Lau	F2	Robotic Intelligence DIY 2025		Best Challenging Spirit Award
Cheryl Lai Janice Leung Isa Yau, Rabee'A Yeung	F5	26th Millennium Entrepreneurship Programme	Wofoo Social Enterprises	Best Proposal Award
Rachel Au	F5	Tramplus Grand Challenge 2025	Hydr0 Tram	Best Sustainability Award
Chloe Chui Alice Chum Chloe Lau Sheryl Wan	F5	CLP Smart City Energy Innovation Competition	"Rebirth of Dust"	Most Creative Award Best Like Award Merit Award
Candy Cheung Ella Cheung Jade Ma Abby Ng Sharmaine Yim	F5	The 19th Infrastructure Building Competition 2025		Most popular & Best Design Awards – 2nd runner up
Elaine Wong Serena Lai Aria Mui Esme Tam Elaine Wong	F3	Greater Bay Area Flight Simulation Competition 2026	Aerospace Bit	Overall Champion

Serena Lai	F3	Greater Bay Area Flight Simulation Competition 2026	Aerospace Bit	Best Pilot Award

Music

The school's music ensembles continued to achieve outstanding success this year, demonstrating both artistic excellence and dedication. The School Choir attained remarkable results, securing 1st Place in the 78th Hong Kong Schools Music Festival Vocal Ensemble (Foreign Language, Equal Voice Female Choir with Piano Accompaniment), 2nd Place in the Church Music category (Foreign Language, SATB Choir), a Gold Award in the Hong Kong Inter-School Choral Festival Competition-cum-Masterclass, and another Gold Award in the Hong Kong Schools Music Festival Chinese Girls Choir (Junior Division). The School Orchestra was also recognised with a Gold Award in the Joint School Music Competition 2026 Symphony Orchestra category, while the Chinese Orchestra earned a Silver Award in the Hong Kong Youth Music Interflows Secondary Chinese Orchestra category. These achievements reflect the hard work, talent and perseverance of our students, as well as the commitment of our music teachers in nurturing a vibrant culture of musical excellence.

Jeanie Wong	F3	78th Hong Kong Schools Music Festival	Foreign Language Female Voice	1st
Jeanie Wong	F3	The 14th Hong Kong Youth Barclampory Music Festival Musical Theatre Song Class	Hong Kong Music for Youth	1st
Esme Tam	F3	International European Music Competition		Champion
Ellie Ching	F3	78th Hong Kong Schools Music Festival (Guan advanced class)	Hong Kong Schools Music and Speech Association Individual	1st
Ally Tang	F4	2025粵港澳學生作曲填詞比賽		金獎

Co-curricular Activities

Sim Lui Yee Edelweiss	F2	2025 World Mathematics Cup - Global Final, 2025 Asia Mathematical Champion Leauge	International Enterprise of Education Research & Culture	Global Diamond & Champion, Arithmetic Virtuoso Award; International Diamond, International First Runner Up
沈蕊怡	F2	粵港澳大灣區數學競賽預選賽2026（香港賽區）（大灣盃)	奧冠教育中心	一等獎
沈蕊怡	F2	「華夏盃® 」全國數學奧林匹克邀請賽 2026 全國總決賽、全球少年數學比賽	香港數學奧林匹克協會	二等獎、銅獎

Outstanding Student Awards

Our students continued to excel beyond the classroom, receiving recognition in prestigious student award schemes at both the district and regional levels. Several students were honoured with Outstanding and Distinguished Student Awards, recognising their achievements in academic excellence, leadership, service, and personal character. These accolades reflect the high calibre of our students and their commitment to living out the values of responsibility, compassion, and excellence in all aspects of school life.

Alicia Leung	F4	17th Kowloon Region Outstanding Students	Kowloon Region Principals Association	Distinguished Student Award
Natalie Wong	F3	2025-2026 Kowloon City District Outstanding Student Award	Kowloon City Heads of Secondary School Association	Outstanding Student Award
Ava Hong	F5	2025-2026 Kowloon City District Outstanding Student Award	Kowloon City Heads of Secondary School Association	Outstanding Student Award

Community Service Awards 2025-2026

Maryknollers have a rich tradition of community service, which is deeply ingrained in our school culture. We foster this spirit by encouraging students to dedicate their time, talents, and efforts through school programs and extracurricular activities. By embodying God's love through our actions, we highlight that service is an essential aspect of our identity.

Below is the summary of the service hours in 2025–2026:

Form	**Internal Service Hours**	**External Service Hours**	**Total Hours**
1	829.5	0	829.5
2	724.5	181	905.5
3	1579.5	190	1769.5
4	1783	536.5	2319.5
5	2749	920	3669
6	602	288	890
All forms	8267.5	2115.5	10383

Other notable community awards include:

Red Cross Team		Hong Kong Red Cross Wester Kowloon Division Youth First Aid Competition 2025-26	Hong Kong Red Cross	1st
Red Cross Team		Hong Kong Red Cross Wester Kowloon Division Nursing Competition 2025-26	Hong Kong Red Cross	1st
Catherine Ng	F5	Best Team Leader	Hong Kong Red Cross	Top Award

Appendix 1 –

Capacity Enhancement Grant (25-26) Report

I. Information Technology (IT)

Task Area	Evaluation	Suggestion for Next Year
Facilitating work arising from the use of WEBSAMS and eCampus	With support from the CEG and other funding sources, we employed an IT assistant to help our teachers create IT teaching materials. This allowed teachers to concentrate more on the Senior Secondary curriculum, as the IT assistant took on over 5% of their administrative tasks. Thanks to the IT assistant, we have seen more effective use of eCampus, our school intranet, with additional electronic resources and documents being prepared. The handling of student reports and profiles through Websams has also improved. Furthermore, the IT assistant has played a key role in launching the eFinance system, enhancing the workflow of our funding processes.	We will continue to hire an IT assistant to relieve the administrative workload of our teachers so they can focus on teaching.

II. Audio Visual Services and Technical Support

Task Area	Evaluation	Suggestion for Next Year
Facilitating work arising from the use of Audio- Visual Equipment and STEM	With the support of the CEG, we employed an AV assistant and expanded the technician's responsibilities to include supporting STEAM initiatives. This alleviated teachers from administrative tasks, allowing them to focus more on teaching and the demands of the curriculum, as the assistant took over many duties of the Audio and Visual Equipment Services Team and support lessons in STEAM. Additionally, the assistant provided valuable support to students by helping them edit their footage.	We will continue to hire an AV assistant to help in offering Audio visual Services and provide support to the development of e-Learning. The AV assistant will continue to help in the STEM lessons preparation next year.

Diversity Learning Grant: Other Programme – Gifted Education (25-26) Report

Prog. title	Objective	Target (No./level / selection)	Duration / Start Date	Deliverable	Evaluation	Expenditure
DSE Chinese Writing and Reading Course for Elite Class for gifted students	Enhance students' writing and reading skills for the DSE exam to achieve excellent results.	- 30 students - S6 students - Nominated by Chinese Language Department with selection in S5 Chinese annual results	10 lessons in total 10 hours from October to November 2024 held after school	Tutors provided instruction on test-taking strategies, conducted mock exams, and provided feedback on test papers to enhance students' test-taking skills.	- The attendance of students was high (90%). - The tutor taught students writing skills and provided feedback by correcting their essays. Most students grasped the writing techniques required for the DSE examination and improved their confidence in DSE.	$27,400
Training for English debates	To equip students with (1) debating skills on constructing, analyzing and critiquing arguments and (2) critical thinking and communication as a speaker and listener	30 students S1-S5 students English Debate Team members	Face-to-face + online debate training from September 2025 to July 2026	Teaching debating skills through face-to-face and online sessions, assignments and group debate practices	The English Debating Team received the Best Speaker prizes in the 2025/26 school year: 2025-2026 Hong Kong Secondary Schools Debating Competition (HKSSDC) 2025-2026 Hong Kong Secondary Schools Debating Competition (HKSSDC) UNSDGs Debating Competition 2025/26	$ 43,060
Training for Chinese debates	To strengthen students' ability to formulate, analyse, and critically assess arguments through debating.	10 students S4 and S5 students Nominated by Chinese Language Department with selection	20 lessons in six months from October 2025 held after school (one lesson per week)	Coaching for debating skills and presentation through videos, assignments and group debate	- The Chinese Debate team won the best speaker awards in the following competitions: - 2026縱橫杯中小學中文辯論香港錦標賽 - 香港學界辯論挑戰賽2025 第二輪初賽	$17,700

		interviews		practices	- 第七屆《全港中學學界辯論比賽》 - 香港學界辯論挑戰賽2025 第	
Music Master Classes	To enhance the skills of students gifted in music	- Piano and Chinese Orchestra	3 sessions were held for different instrumental sections	Performance at school	- A supportive peer environment was nurtured, allowing students to forge strong bonds and connections with one another. - Enhanced music skills	$6200
Network HKDSE Music Course	To provide a network platform for students gifted in music to study the subject	- 2 students	108 hours	Notes Lesson observations	- Students were able to receive lessons in HKDSE	$12605.67
Maths Olympiad 2025	To provide a platform for the high-achievers to showcase their talents in physics, and to extend the learning capacity of potentially gifted students in Mathematics	- 12 students - S4 students - Nominated by Mathematics Department regarding the internal examination scores	15 lessons	Topic notes and past paper relating to the Mathematics Olympiad	Students have very good exposure and the skills learnt can be used also in other competitions.	$22,500
						Subtotal: $129,466

One-off Grant for Promotion of Sports Ambience and MVPA60 (25-26) Report

	Area	Proposed Overall Budget ($)	Expenses in 2024-2025 ($)	Expenses in 2025-2026 ($)	Balance carry forward to 2026-2027 ($)
i.	To develop or procure PE-/sports-related IT services, mobile applications and related software, as well as PE-/sports-related activity kits and supporting tools				74,057.68
	Procuring mobile applications / related software for recording students' physical fitness data and activity hours	50,000	-	-	
	b. Procuring supporting tools: (-Polar Verity Sense – Multi-kits (for group solutions-10 pcs adult) $7,600 / kit x 4 = ~$30,400 -BlazePod (6 pieces/set) $4,500 x 2 sets = ~$9,000)	40,000	30,140 2,454.98	-	
ii.	To organise or subsidise students' participation in diversified PE-/sports-related learning activities/ competitions				
	a. Organising school PE week / PE day / Wellness Workshop:	5,000			
	-(Inter-class Teachers-students Indoor Rowing competition or Inter-class Teachers-students skipping rope competition or Inter-class Teachers-students Chinese shuttlecock competition or Inter-class Teachers-students Table-Tennis competition)		1,000		
	-Wellness Workshop – Sports Stacking		1,500		
	-Wellness Workshop – Pickleball		1,300		
	-Wellness Workshop – Tchoukball		2,200		
	Post Exams MVPA60 Activities:				
	-Indoor Rowing Workshop & Inter-class Teachers-students Rope Skipping Competition			3,000	

	Arranging various sports interest classes: (Pickleball / Juggling / Mölkky / Cup stacking / Yoga)	10,000	1,900	1,000	
iii.	To organise or subsidise the participation of students, teachers and coaches in PE-/sports-related exchange activities/study visits in the Mainland/overseas3				
iv.	To organise sports-related activities involving the participation of various school stakeholders, including teachers and parents, with the students				
v.	To purchase or upgrade PE/sports equipment in the school **a.** Purchasing Indoor rowing machines ($11,600 @ x 2 = $23,200) **b.** Purchasing equipment of the New sports: (-Pickleball [20 sets] + Pickleball net ~ $2,000, Juggling [20 sets] ~ $1,000, Mölkky [10 sets] ~ $2,000, ~~Cup stacking~~ ~~& timer [20 sets] ~ $1,500~~)	36,000 6,500	- 3,247.34	23,200 -	
vi.	To develop/enhance the policy on the development of an active and healthy school campus/MVPA60 **a.** Awarding students who can achieve the target of MVPA60)	2,500	-	-	
vii.	To hire additional non-teaching staff/qualified coaches or procure services to assist in promoting sports ambience and MVPA60 in the school				
viii.	Others (Please specify):				

(i. a + b) + (ii. a + b) + (v. a + b) + (vi. a)	Total:	150,000	43,742.32	27,200	79,057.68

One-off Grant for Promotion of Chinese Culture Immersion Activities (25-26) Report
2025-26 年度「推廣中華文化體驗活動一筆過津貼」報告

(1) 2025-26 年度津貼支出報告

舉辦有關中華文化的科本及跨科組學生學習／體驗活動或講座

計畫選擇之理由與簡要說明	受眾	內容	支出	成效評估
中華文化日：於農曆新年慶祝活動當天（2 月 13 日）糖畫、龍鬚糖、糖蔥餅、叮叮糖、風車、華服試穿、雜耍、香囊、彩虹書法、老師扮演財神等等活動。	全校	一次性活動	$42400	學生積極參與當天活動
農曆新年慶祝活動當天（2 月 13 日）舉辦舞獅工作坊及演出。	全校	一次性活動	$12750	學生十分投入
學生試穿華服拍照，認識中國傳統服飾。	全校	一次性活動	$1499	學生積極參與當天活動
文化書籍書展：2 月 3 及 4 日， GPA 舉辦。讓同學認識文化類書籍，加強對中華文化的欣賞能力。	全校	一次性活動	$4000	各班老師利用課堂帶學生到 GPA 選書，學生積極參與。
文化閱讀活動，鮑國鴻老師(屯門天主教中學前副校長）講解《指空敲石看飛雲－－小思散文集》中的傳統文化精神。	全級中五學生	一次性活動	$2000	學生專心聽講，積極向講者提問。
剪貼詩工作坊，學生能認識詩歌文化及創作投巧。	中二全級	一次性活動	$2800	學生發揮創意，完成作品。
文化作家講座：3 月 26 日，在 R41 舉行，作家葉曉文講解大自然題材的寫作及繪本，分享欣賞大自然的傳統文化。	中四及中五全級學生	一次性活動	$2800	學生十分投入，並向作家提問。
參觀故宮博物館	中四全級學生	一次性活動	$22670	學生十分投入
			$90,919	

Promotion of Reading Grant (25-26) Report

Part 1: Evaluation of the Effectiveness

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

   Books in a variety of subjects, genre and formats were purchased to arouse students' interest in reading. These newly-purchased titles were on display or promoted via eCampus, Gmail, library homepage, etc. Monthly, half-yearly and yearly Top Readers were made known and awarded. The annual book circulation was over a thousand.

   A voluntary reading scheme, Maryknoll Reading Challenge, has been implemented for Form 1 to 3 students. Students are to read 10 – 12 diversified topics of English or Chinese books and to complete some creative writing tasks. Those who have completed all the tasks are awarded prizes.

   To promote reading for pleasure, students were encouraged to take part in diversified reading-related activities in school and outside school.

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

   With students' and teachers' opinions collected via Reading Ambassadors and Google Form respectively, some new titles were added into the library collection. Student Librarians and Reading Ambassadors were invited to join visits to a bookstore to help the selection of new books. Moreover, the Teacher-Librarian and Subject Panel Heads made the purchases with consideration of students' interests and curriculum needs.

   Subscription to local and foreign magazines – *TIME*, *The Economist, Reader's Digest*, *National Geographic, SportSoho, How It Works* and *Scientific American* was renewed. A number of curriculum-related digital magazines were being subscribed to, such as Geographical, BBC Science Focus, Chem Matters, Review Economic, Review Business, Review Physics, etc. The library works in collaboration with the Subject Panel Heads in utilizing these resources as teaching and learning resources.

Several reading groups were formed, with regular meetings for students to exchange their thoughts about the books read and to share the joy of reading. Book Recommendation sessions to Form 1 – 3 classes were held each term. A number of students shared their joy of reading and recommended some Chinese and English books.

Part 2: Financial Report

Opening balance: 32037.24; Grant: 77,205

	Item *	Actual expenses ($)
1.	Purchase of Books	46,377.89
	☑ Printed books	
	☑ e-Books	
2.	Web-based Reading Schemes	
	☐ eRead Scheme	
	☐ Other scheme: _____	
3.	Reading Activities	
	☐ 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: Magazines (printed and digital) Prizes for promotion of reading	31,000
	Total	77,377.89
	Unspent Balance	Used up the grant this year. Balance: 31,864.35

* Please tick the appropriate boxes or provide details.

Report on One-off Grant for Promotion of Self directed language Learning (Putonghua) 2025-26

Description	Total Payment Amount
中文路 AI 普通話學習平台	48900
普通話辯論班導師費用	25780
普通話朗誦培訓	6600
Total:	81280

Report on the Use of One-off Grant for Promotion of Self-directed Language Learning (English Language) (2025-2026)

Our school has spent the 'One-off Grant for Promotion of Self-directed Language Learning (English Language)' on the following areas in 2025-2026:

	Area and programme	**Class levels of student beneficiaries**	**Actual Expenses (HK$)**
	Subscribing to learning resources EB Platform by Wiseman Education Students accessed the platform at home on a self-directed basis. Teachers monitored usage and engagement through the platform's reporting tools. Some teachers assigned modules that corresponded to classroom themes to reinforce curriculum learning.	S2-S5	49,800
i.	Purchasing services related to learning and teaching enso by Sayo AI Limited This AI-powered English essay grading tool was used flexibly throughout the year, particularly during essay writing periods, study leave, and holidays. Students submitted essays and engaged with feedback as needed, under teacher supervision.	S1-S6	49,800
		Total Expenditure (HK$):	99,600
		Unspent Balance (HK$):	100,400

2025/2026 Financial Report on the Use of the One-off Grant for Parent Education (Secondary Schools)

Area of Use	Activity	Participants	Evaluation / Follow-up Recommendations	Actual Expenditure ($)
1. Understanding adolescent development; 2. Promoting adolescents' healthy, happy and balanced development; 3. Promoting parents' physical and mental well-being; and 4. Promoting home-school cooperation and communication	Online lessons	Parents of the whole school	The school subscribed to the JoyAJoy platform to promote parent education and home-school cooperation. Aligned with the Education Bureau's Curriculum Framework on Parent Education, it covers four areas: understanding adolescent development; promoting adolescents' healthy, happy and balanced development; promoting parents' physical and mental well-being; and promoting home-school cooperation and communication. Parents learned through interactive quizzes, popular parenting Q&As, positive-parenting content by local education professionals, and expert videos and interviews with public figures. These online courses equipped parents with skills to support their children more effectively and reduce conflict at home. The school also used the platform's AI tools to customise content and monitored participation through the admin dashboard. This collaboration between home and school has helped strengthen parent-child relationships.	$49,600
			Total Expenditure:	**$ 49,600.00**
			Balance C/F:	**$150,400**

2025-2026 Report on the Use of the Life-wide Learning and Sister School Grant
Maryknoll Convent School (Secondary Section)

July 2026 ver.

Schools are required to upload this Report on the Use of the Life-wide Learning and Sister School Grant endorsed by their SMCs/IMCs to the school website for the sake of enhancing transparency and in accordance with the established practices.

^ List of Evaluation Method for reference (Schools can select one or more suitable option(s) from the pull-down list): 【School may click on the "–" on the left to hide this part】

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Evaluation Method:	E1 Questionnair	E2 School Meeting and Discussion	E3 Professional Sharing in School	E4 Interview	E5 Observation	E6 Written report and record	E7 Others (Please specify in column L)

Category 1: Details of Activities

No.	Name and Description of the Activity	Date	Objective(s) of the Activity	Target & Number of Participants				Actual Expenses ($)	Name(s) of Mainland sister school(s) (If sister school exchange activity is involved)	Evaluation Method^		Evaluation Results (Select the suitable option from the pull-down list)
				Students (Please specify levels and number)	Teachers	School Management	Others (Please specify target and number)			(Select one or more suitable option(s) from the pull-down list)	(If "E7 Others" is selected, please provide details in this column)	
1.1	**Local Activities** (including online exchanges)											
1	Academic Extension Programmes	Throughout the year	Enhance students' academic skills through supplementary lessons and advanced topics, promoting deeper understanding and higher achievement	880	10	0	0	$15,318.69		E2 School Meeting and Discussion		Mostly achieved
2	Biotechnology Programmes	Throughout the year	Introduce students to the world of biotech, fostering understanding of genetic engineering, medical advancements, and environmental solutions	40	3	0	0	$92,000.00		E6 Written report and record		Fully achieved
3	Career and Life Planning Programmes	Throughout the year	Equip students with career exploration skills and life planning tools to make informed decisions about their future paths	880	2	0	0	$1,525.12		E1 Questionnaire E3 Professional Sharing in School		Mostly achieved
4	Catholic Programmes	Throughout the year	Provide religious education and activities aligned with Catholic values, promoting moral development and faith formation	880	6	0	0	$20,616.10		E5 Observation E4 Interview		Fully achieved
5	Core Competence Programmes	Throughout the year	Strengthen fundamental skills such as literacy, numeracy, and digital literacy, essential for academic success	360	5	0	0	$27,236.00		E1 Questionnaire		Mostly achieved
6	Cultural Exchange	Throughout the year	To foster cultural understanding and develop friendship and bonds with other schools abroad.	30	6	0	0	$650.00		E4 Interview		Fully achieved
7	Debate and Speech Training Programmes	Throughout the year	Develop critical thinking and public speaking abilities through structured debates and speech practices	60	4	0	0	$82,411.70		E6 Written report and record		Fully achieved
8	Green and Sustainability Programmes	Throughout the year	Promote environmental consciousness and sustainable practices through hands-on projects, workshops, and community initiatives	880	4	0	0	$818.90		E3 Professional Sharing in School		Mostly achieved
9	Language Extension Programmes	Throughout the year	Improve language proficiency through immersive activities, enhancing communication skills and cultural understanding	440	15	0	0	$61,237.90		E6 Written report and record		Mostly achieved
10	Music Programmes	Throughout the year	Provide opportunities for students to learn and appreciate music, enhancing creativity and cultural appreciation	300	2	0	0	$174,408.00		E1 Questionnaire		Fully achieved
11	National Education Programmes	Throughout the year	Instill national pride and cultural awareness through educational activities about the nation's history and heritage	880	3	0	0	$26,580.00		E6 Written report and record		Mostly achieved
12	Performing Arts Programmes	Throughout the year	Develop students' talents in drama, dance, and music, fostering creativity and confidence	150	4	0	0	$182,800.00		E1 Questionnaire		Fully achieved
13	Service Programmes	Throughout the year	Engage students in community service activities, promoting civic responsibility and social awareness	770	20	0	0	$45,951.56		E4 Interview		Fully achieved
14	Sports Programmes	Throughout the year	Cover costs associated with students' participation in sports, promoting physical fitness and team spirit	300	6	0	0	$147,092.18		E1 Questionnaire		Mostly achieved
15	STEM Programmes	Throughout the year	Engage students in Science, Technology, Engineering, and Mathematics projects, fostering innovation and problem-solving skills	350	4	0	0	$91,399.12		E5 Observation E1 Questionnaire		Mostly achieved

				Target & Number of Participants					Name(s) of Mainland	Evaluation Method^		Evaluation
16	VA Programmes	Throughout the year	Encourage artistic expression and appreciation through diverse visual arts activities and projects	880	2	0	0	$12,596.00		E5 Observation		Fully achieved
17	Values Education Programmes	Throughout the year	Foster wellness, ethical and moral values through activities and discussions on character building	880	10	0	0	$361,753.51		E1 Questionnaire E3 Professional Sharing in School		Mostly achieved
(Please insert rows above if the space provided is insufficient.)												
							Total actual expenses of item 1.1	$1,344,394.78				
1.2	Non-local Activities											
1	Beijing Exchange Programme	27 March - 3 April 2026	1) To provide an authentic language environment for learning Putonghua; 2) To allow students to experience the differences between Hong Kong and Beijing; 3) To enhance understanding of the history and development of Beijing; 4) To broaden students' horizons	F.2-3; 6 students	1	0	1	$23,983.27	The High School Affiliated to Renmin University of China (RDFZ, 中国人民大学附属中学)	E2 School Meeting and Discussion E4 Interview E5 Observation E6 Written report and record		Fully achieved
2	School Trip to Shanghai	1 August - 6 August	1) To provide students with a chance to learn from student volleyball players in Shanghai; 2) To allow students to experience the history and culture of Shanghai; 3) To broaden students' horizons	F.3-5; 20 students	1	0	1	$119,782.00	Shanghai Gezhi High School (SGHS, 上海市格致中学)	E2 School Meeting and Discussion E4 Interview E5 Observation		Fully achieved
3	Trip to Fuzhou	31 March - 3 April	1) To provide an authentic language environment for learning Putonghua; 2) To allow students to experience the unique culture of Fuzhou	F.2-3; 7 students	1	0	0	$1,320.00		E4 Interview E5 Observation E6 Written report and record		Fully achieved
4												
5												
(Please insert rows above if the space provided is insufficient.)												
							Total actual expenses of item 1.2	$145,085.27				
							Total actual expenses (sum of items 1.1 and 1.2)	$1,489,480.05				

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities (Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need	Anticipated Target	Evaluation Result, Reflection and Follow-up
	(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)	*(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	*(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	Students take part widely in life-wide learning. Several whole-school programmes reached all 880 students: Academic Extension, Career and Life Planning, Catholic, Green and Sustainability, National Education, Visual Arts and Values Education. These were backed by smaller, interest-based programmes such as Biotechnology, Debate, Music, Performing Arts, Sports and STEM. Overall, students need authentic, hands-on experiences that extend classroom learning;	The Grant is used to give every student fair access to varied life-wide learning that supports the seven learning goals: National Identity and Global Perspective: National Education programmes and the sister school exchanges in Beijing and Shanghai deepen students' understanding of the nation's history, culture and development. Cultural Exchange activities with overseas schools and Language Extension programmes broaden students' international outlook. They help students appreciate different cultures and see Hong Kong's role in connecting China with the world. Breadth of knowledge: Academic Extension, Biotechnology and STEM programmes extend learning beyond the curriculum. Language proficiency: Language Extension, Debate and Speech training, and the Putonghua-speaking environment in Beijing improve students' communication skills. Generic skills: STEM projects, debates and performing arts build critical thinking, creativity, collaboration and problem solving. Digital literacy: Core Competence programmes strengthen digital literacy. Life planning: Career and Life Planning programmes help students make informed choices about their future. Healthy lifestyle: Sports, Values Education and Catholic programmes support physical fitness, moral development and wellbeing. The Grant pays for activity fees, coaching, transport, materials and exchange expenses. This means no student is left out for financial reasons, and the activities connect closely with what students learn in their subjects.	The Grant supported 17 local programme areas, two Mainland sister school exchanges (Beijing and Shanghai), and one trip to Fuzhou. These covered academic, STEM, arts, sports, service, values and national education. It paid for fees, coaching, materials and transport, so every student could take part regardless of financial background. All objectives were fully or mostly achieved: eight local programme areas and both exchanges were fully achieved, and the others were mostly achieved. Whole-school programmes reached all 880 students. The school will evaluate and fine tune success criteria, link activities more closely to the curriculum, and continue to strengthen the sister school partnerships.

Category 3: Overall Evaluation and Reflection on the Effectiveness on Sister School Exchange Activities

No.	Areas	Content of Reflection and Follow-up

			Target & Number of Participants			Evaluation Method^		Evaluation
1	**Form/Content of the activity**		Beijing: Students joined lessons and campus activities with RDFZ students, which gave them a real Putonghua-speaking environment. They grew noticeably more confident speaking Putonghua by the end of the trip. Visits to historical and cultural sites deepened their understanding of Beijing's history and development. Students also saw first-hand how school life and city life in Beijing differ from Hong Kong. Shangha: The volleyball exchange with SGHS student players was a highlight. Our students learned new training methods, tactics and team-building practices, and the friendly matches built friendships and sportsmanship. Cultural visits showed students both Shanghai's history and its modern development. Student feedback and reflections showed that both trips broadened their horizons and strengthened their sense of national identity.					
2	**Time arrangement of the activity**		Beijing (RDFZ, 27 Mar – 3 Apr 2026); Shanghai (SGHS, 1 Aug - 6 Aug 2026)					
3	**Organisation and arrangements of the activity**		Both trips ran smoothly thanks to close communication with RDFZ and SGHS, careful planning by the teachers in charge, and support from parents.					
4	**Others (Please specify)**		The school will keep strengthening ties with both sister schools. Ideas include online exchanges, return visits, and inviting more students to take part.					

Category 4: Under the Total Actual Expenses, the Expenditure Items with Ceilings

No.	Item	Actual Expenditure* ($)
1	**Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland** (Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/"Operating Expenses Block Grant User Guide for Aided Schools".)	$3,015.00
2	**Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong** (Note: The annual total expenditure should not exceed 5% of the rate of the Sister School Grant component for the respective school year.)	$1,407.90

* Our school **confirms** that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4

Name of Teacher Responsible for Life-wide Learning:	Lo Hang Ke Joyce	Position:	Vice-Principal
Name of Teacher Responsible for the Sister School Scheme:	Ma Wai Ling Carol	Position:	Teacher

Financial Report 2025/2026
As at 31/08/2026

		Surplus 2024/2025	Provision 2025/2026	Cumulative Expenditure	Balance	Total Balance
I	Government Fund					
(I) - 1	EOEBG	936,322.45	0.00	0.00	0.00	936,322.45
(a)	Baseline					
	School and Class Grant	0.00	1,382,041.07	1,603,548.09	(221,507.02)	(221,507.02)
	Administration Grant for Additional Clerical Assistant	0.00	213,408.00	299,664.75	(86,256.75)	(86,256.75)
	Composite Furniture and Equipment Grant	0.00	580,770.00	185,169.55	395,600.45	395,600.45
	Sub-total:-	936,322.45	2,176,219.07	2,088,382.39	87,836.68	1,024,159.13
(b)	School Specific Grant					
	Administration Grant Income	0.00	4,473,756.00	0.00	4,473,756.00	4,473,756.00
	Admin. Janitor's Net Salary	0.00	0.00	2,928,583.56	(2,928,583.56)	(2,928,583.56)
	Admin. Staff's Net Salary	0.00	0.00	1,591,868.02	(1,591,868.02)	(1,591,868.02)
	Capacity Enhancement Grant	0.00	609,252.00	717,620.00	(108,368.00)	(108,368.00)
	Composite IT Grant	0.00	526,777.00	299,962.23	226,814.77	226,814.77
	SBM Top-up Grant	0.00	48,047.00	1,720.00	46,327.00	46,327.00
	School-Based Speech Therapy Administration Recurrent Grant	0.00	7,687.00	8,469.80	(782.80)	(782.80)
	Air-conditioning Grant	0.00	663,931.00	416,320.00	247,611.00	247,611.00
	SB Support Scheme for Schools Intake Newly Arrived Children	0.00	10,430.00	6,000.00	4,430.00	4,430.00
	Sub-total:-	0.00	6,339,880.00	5,970,543.61	369,336.39	369,336.39
(I) - 2	Grants out of EOEBG					
	Teaching Staff's Net Salaries	(172,535.23)	52,326,785.33	52,154,111.60	172,673.73	138.50
	Teaching Staff's Employee PF Contribution	(10,500.00)	10,500.00	0.00	10,500.00	0.00
	Teaching Staff's Salary refund to EBD	0.00	0.00	0.00	0.00	0.00
	Supply Staff's Net Salaries	(632,564.10)	94,387.50	89,919.00	4,468.50	(628,095.60)
	Teaching Supporting Staff's Net Salaries	384,605.11	1,397,019.75	1,781,624.86	(384,605.11)	0.00
	Teaching Supporting Staff's Employee MPF Contribution	(158,204.11)	0.00	(158,204.11)	158,204.11	0.00
	Teacher Relief Grant - B/F	1,085,740.51	0.00	0.00	0.00	1,085,740.51
	Teacher Relief Grant - Annual Recurrent	0.00	308,691.00	189,927.00	118,764.00	118,764.00
	Teacher Relief Grant - Optional	0.00	6,479,301.18	5,262,065.63	1,217,235.55	1,217,235.55
	Admin. Grant - Staff & Janitor's PF/MPF (5%)	1,002,416.94	438,478.89	369,660.42	68,818.47	1,071,235.41
	Admin. Grant - Staff & Janitor's PF/MPF (15%)	(1,012,553.25)	0.00	64,908.00	(64,908.00)	(1,077,461.25)
	Salaries Grant - Teaching Supporting Staff's MPF (15%)	(224,901.00)	0.00	(224,901.00)	224,901.00	0.00
	School Executive Officer Grant	454,896.35	595,714.68	641,690.00	(45,975.32)	408,921.03
	Home-School - Setting/Subsidizing Expenses of PTA	0.00	6,044.00	6,044.00	0.00	0.00
	Home-School - Special Home-School Co-operation Grant	0.00	40,000.00	40,000.00	0.00	0.00
	Other Recurrent Grant - Rent Grant	12,690.00	529,200.00	491,220.00	37,980.00	50,670.00
	Other Recurrent Grant - Rate Grant	21,150.00	881,000.00	817,700.00	63,300.00	84,450.00
	Diversity Learning Grant	59,363.30	117,000.00	129,465.57	(12,465.57)	46,897.73
	Diversity Learning Grant-Applied Learning	0.00	9,300.00	9,300.00	0.00	0.00
	Enhanced Chinese Learning	96,053.43	883,874.00	950,330.00	(66,456.00)	29,597.43
	Promo Interflows between Sister Schools in HK and MC (S)	31,881.65	2,100.00	33,981.65	(31,881.65)	0.00
	IT Staffing Support Grant	0.00	343,562.00	380,937.50	(37,375.50)	(37,375.50)
	Promotion of Reading Grant	32,037.24	77,205.00	84,109.54	(6,904.54)	25,132.70
	Life-Wide Learning & Sister School Grant	0.00	1,489,500.00	1,825,740.05	(336,240.05)	(336,240.05)
	School-based After-school Learning and Support Programmes	28,200.00	0.00	0.00	0.00	28,200.00
	Beat Drugs Fund Supported Programme	4,365.00	25,000.00	29,365.00	(4,365.00)	0.00
	Open up School Facilities for Promotion Sports Dev. Scheme	0.00	130,000.00	94,360.00	35,640.00	35,640.00
	IT Innovation Lab Programme	210,220.00	99,900.00	277,300.00	(177,400.00)	32,820.00
	One-off Grant on Promotion of Sports Ambience and MVPA60-S	106,257.68	0.00	27,200.00	(27,200.00)	79,057.68
	One-off Grant on Prom of Chi Culture Immersion Activities-S	235,510.25	0.00	90,919.00	(90,919.00)	144,591.25
	One-off Grant on Parent Education-S	196,600.00	0.00	49,600.00	(49,600.00)	147,000.00
	One Off Grant-Promotion of Self-directed Lang Learning (ENG)	200,000.00	0.00	99,600.00	(99,600.00)	100,400.00
	One Off Grant-Promotion of Self-directed Lang Learning (PTH)	200,000.00	0.00	81,280.00	(81,280.00)	118,720.00
	One-off Grant for AI for Science Education	100,000.00	0.00	0.00	0.00	100,000.00
	One Off Grant AI-Empower Learning & Teaching Funding Program	0.00	500,000.00	0.00	500,000.00	500,000.00
	Sub-total:-	2,250,729.77	66,784,563.33	65,689,253.71	1,095,309.62	3,346,039.39
	Grand Total of Government Fund:-	3,187,052.22	75,300,662.40	73,748,179.71	1,552,482.69	4,739,534.91
II	School Fund					
1	Subscription Fee / Tong Fai	6,813,492.41	2,622,725.00	1,890,523.39	732,201.61	7,545,694.02
2	Approved collection for specific purposes account	761,519.28	394,200.00	485,181.50	(90,981.50)	670,537.78
3	School Generated Income/Expenses	0.00	330,435.70	308,264.79	22,170.91	22,170.91
4	Donations					
4.1	General Donation	0.00	162,921.90	15,000.00	147,921.90	147,921.90
	CLAP-Jockey Club (Before 09/24 - Life Wide Learning Fund)	(39,500.00)	39,500.00	0.00	39,500.00	0.00
	CLAP-Jockey Club (Before 09/24 - Life Wide Learning Fund)	0.00	0.00	24,840.00	(24,840.00)	(24,840.00)
	Dr Mary Lee Wing Ming Memorial Fund - Religious Programme	175,506.80	0.00	8,331.20	(8,331.20)	167,175.60
	Scholarships Fund	1,638,930.84	45,500.00	137,600.00	(92,100.00)	1,546,830.84
4.2	Project Specific Donations					
	MCSET: Sports Fund, CP / EP, Art & Music Fund, Non Grant Staff Salary	(165,160.33)	1,706,350.16	1,623,465.93	82,884.23	(82,276.10)
	MCSET:					
	Prayer Room	0.00	0.00	375,936.00	(375,936.00)	(375,936.00)
	School Improvement Project - Sun Control Film					
	- Class 1988	0.00	0.00	100,000.00	(100,000.00)	(100,000.00)
	- MCSET - MCSPTA	0.00	0.00	45,868.00	(45,868.00)	(45,868.00)
	School Improvement Project	0.00	0.00	23,000.00	(23,000.00)	(23,000.00)
5	For Custodian/Reimbursement Accounts	588,911.33	603,465.50	548,303.51	55,161.99	644,073.32
	Grand Total of School Fund:-	9,773,700.33	5,905,098.26	5,586,314.32	318,783.94	10,092,484.27
	Grand Total of Govrnment Fund & School Fund:-	12,960,752.55	81,205,760.66	79,334,494.03	1,871,266.63	14,832,019.18