

The Y.W.C.A. Hioe Tjo Yoeng College
基督教女青年會丘佐榮中學
Annual School Report 2024-2025

A. Our School

Mission

The School shall offer, in a Christian context, an all-rounded education that encourages and enhances the development and growth of the students morally, academically, physically, socially, aesthetically, and spiritually, and promotes their sense of commitment to the community and mankind.

Visions

The students will:

1. think independently with grace and wisdom from God,
2. have a global perspective,
3. be healthy in body, mind and spirit,
4. have genuine love for and be respectful to self and others,
5. acquire the skills for life-long learning,
6. perform to the best of their potential and strive to achieve excellence,
7. serve the community and mankind humbly and responsibly, and
8. be leaders of Hong Kong

Brief Profile

Since HTYC was founded in 1971, she has always been committed to the provision of life-nurturing education to their students, well appreciated by the community and with well-recognized results and growing popularity in the Kowloon City District, testifying God's grace in the past 50 years of school history. In 2024-25, HTYC, running on a 24-class structure, under which there were 4 classes in every level from S.1 to S.6, and offering a full-range EMI curriculum, there were a total of 688 students.

The school established its education on the basis of Christian teachings and upholds the notion of "high expectations with love", catering for the balanced needs of the students. As an EMI (English as the medium of instruction) school, HTYC offers a very good English learning environment which was well complimented by the Education Bureau.

2024-2025 was the first year in the three-year school development cycle of 2024-2027, with the thematic slogan "Nurture Virtue, Embrace Wholeness: Be a Hioecian" and the major concerns were "1. Nurturing students into competent learners", "2. Fostering Mental, Spiritual, Physical, and Social Well-being" and "3. Establishing the blueprint of nurturing students into competent Hioecians". The main targets of this year were fostering students' proficiency and competence in biliterate and trilingual communication, developing students into competent learners and enhance their learning outcomes, and enriching students with life-wide learning experiences in local, national and global contexts. HTYC also paid more attention to the growth of students by fostering students' mental health, nurturing the spiritual well-being and positive character traits of students, promoting students' healthy lifestyle and fostering students' sense of social care and responsibility. The school has also established a comprehensive six-year student development blueprint of nurturing students as competent Hioecians this year, in accordance with Christian values, the School Motto: "Think critically and be moral" and the HTYC spirit: "Healthy, Tenacious, Young, Caring".

The Incorporated Management Committee (IMC) 2024-2025

Structure of the Incorporated Management Committee and the IMC Membership in 2024-2025 are as follows:

- **Sponsoring Body Managers:**
 - Ms Lui San Man Simmy
 - Ms Luk Sai Lam Alice
 - Mrs Ho Sung Yuen Chan Jeannette
 - Ms Law Siu Man
 - Ms Chan Miu Ha Miranda
 - Ms Hsu Yu Ming Hanna
 - Ms Lee Man Shan Emily
- **Alternate Sponsoring Body Managers:** Ms Lai Sau Ling
- **Independent Manager:** Mr Ho Chun Kit
- **Parent Manager:** Ms Lee Hoi Yan
- **Alternate Parent Manager:** Ms Yuen Kwok Wai
- **Teacher Manager:** Mr Ng Siu Fai
- **Alternate Teacher Manager:** Mr Cheung Chi Sing
- **Alumni Manager:** Mr Tse Chi Hung
- **Principal:** Mr Kwok Sai Man

General Information

Class Structure & Students' Information

The table below shows the class structure in 2024-25 with a total of 24 classes. Students' average attendance rate was 96.6 %, with 0.9% of early exit.

Level	S1	S2	S3	S4	S5	S6	Total
No. of Classes	4	4	4	4	4	4	24

Teachers' Qualifications

Number of teaching posts in the approved establishment:	53
Total number of teachers in the school:	55

I. Qualifications and professional training of Principal and Teachers

	Percentage of teaching staff (%)
Teacher Certificate / Diploma in Education :	96%
Bachelor Degree:	100%
Master / Doctorate Degree or above :	49%
Special Education Training :	65%

II. Teaching Experience

	Percentage of teaching staff (%)
0-4 years :	27%
5-9 years :	20%
10 years or above :	53%

B. Achievements & Reflections on Major Concerns

Major Concerns 2024-25 :

- I. Nurturing students into competent learners
- II. Fostering Mental, Spiritual, Physical and Social Well-being
- III. Establishing the blueprint of nurturing students into competent Hioecians

Thematic Slogan: Nurture Virtue, Embrace Wholeness: Be a Hioecian

Major Concern 1 : Nurturing students into competent learners

1.1 To foster students' proficiency and competence in biliterate and trilingual communication

Achievements
<ul style="list-style-type: none">Results from the ASP survey indicate that more than 70% of students believe morning reading sessions effectively foster good learning habits and promote a positive reading atmosphere. This progress is linked to the school's strategy of providing a variety of suitable reading materials and implementing dedicated reading schemes. Teacher reports confirm these strategies have cultivated a positive reading culture, leading to increased student interest in diverse themes and an overall improvement in their reading skills.The Putonghua-rich environment was significantly enhanced this year by the introduction of Putonghua morning assemblies. These assemblies, conducted by students, effectively utilized hymns, announcements, and speeches in Putonghua, which significantly increased student engagement in the language. The combined efforts of the assemblies, the established Putonghua Day in Academic Week, and various related activities provided comprehensive opportunities to improve student proficiency. According to the ASP survey, more than 67% of students reported an improvement in their confidence and proficiency in Putonghua, with 66% acknowledging the value of the morning assemblies specifically. Overall, 95% of teachers expressed that these supportive measures had a positive impact on the students.Outstanding performances in various Putonghua contests were recorded, with ten students achieving levels 1B, 2A, and 2B in the Putonghua Proficiency Test (PSC, 國家語委普通話水平測試). Additionally, three students received runner-up awards at the 2024-25 Speech Festival (Mandarin Recitation).The majority of junior form students can master various subjects taught in English. The targeted language support groups—specifically those implemented for S2 and S3 students and the S1 language performance grouping—have been deemed beneficial by both students (81%) and teachers (74%). These groupings provided both essential early support for those with weaker foundational skills and opportunities to enhance students with good language mastery.The successful implementation of the Language Across the Curriculum (LaC) initiative yielded positive outcomes, particularly in S1 and S4 History, effectively preparing students for English as the Medium of Instruction (EMI) subjects and improving DSE performance.
Reflections
<ul style="list-style-type: none">It is encouraging to observe that students exhibited increased confidence and a more positive attitude towards engagement in Putonghua in the second term. More Putonghua morning assemblies should be conducted in the coming school year to further engage students in the language. Continued early support in English and Putonghua for junior students with weak foundations is essential. Furthermore, expanding opportunities for students to engage in both English and Putonghua presentations on campus could enhance their interest in the language.
Feedback and Follow-up
<ul style="list-style-type: none">To further enhance students' language proficiency, we will leverage the 'One-off Grant for Promotion of Self-Directed Language Learning' for both Putonghua and English in the 2025–26 school year. For Putonghua, we plan to increase opportunities for student presentations and enhance the language learning environment by procuring necessary resources for self-directed study. Similarly, for English Language, these funds will be used to

establish a robust language-rich environment, strengthen students' self-directed learning capabilities, and procure targeted resources. Measures will include the purchase of books, e-books, self-directed learning resource packages, online learning platforms, and essential language learning equipment to develop students' proficiency.

1.2 To develop students into competent learners and enhance their learning outcomes

Achievements

- The school successfully introduced the school-based PIES Model (Preparation – Inquiry – Engagement – Self-reflection Model), a comprehensive framework designed to enhance both teaching and learning. Students use the model to structure their entire learning process—from Preparation before a lesson, to Inquiry and Engagement during class, and finally Self-reflection afterward. This framework was adopted by teaching staff, with approximately 87% of teachers acknowledging its utility in structuring their lessons. Furthermore, the majority confirmed that their instruction consistently includes the core PIES components, indicating its successful and widespread integration into school practice. The EDB Focus Inspection Team appreciated the implementation of PIES during the Technology KLA Inspection in March 2025.
- The integration of Assessment for Learning principles and diverse formative assessment strategies has proven effective, with 89% of students recognizing the variety of assessment methods employed. Furthermore, 96% of teachers felt confident in their assessment literacy and ability to implement suitable assessment strategies.
- The establishment of a talent pool system for gifted students has been commendable, with teachers recognizing its effectiveness in systematically organizing information on student talents. The new Apex Team (A Team) was successfully formed this academic year, focusing on both academic and non-academic support for gifted students.
- Subject departments actively encouraged student participation in external competitions, with 100% of teachers and 84% of students valuing these experiences. Notable achievements in local and international contests included awards in technology, innovation, and writing competitions. 72% of students were positive and willing to join external competitions. Moreover, our students performed exceptionally well in many of the local and overseas contests and competitions, for example,
 - ✓ Technology Award in the AI-IoT division and a Merit Award in the IoT division of the International Youth STEAM Education Competition organized by Techbob Academy;
 - ✓ 2nd Runner-up in the junior secondary section, Student Innovation Competition 2025 organized by Hong Kong Education City, with their "Low-Cost Smart Virtual Reality Education Glasses;
 - ✓ Universal Robotic Challenge,
 - 1: Idea Contest (Hong Kong Division) – Champion
 - 2: Japan Osaka – Real Robotics (International Contest, Senior Division) – 1st Runner-up;
 - ✓ Inter-School BioBlitz Challenge 2024, BioBlitz Record Award – Champion;
 - ✓ Kowloon City District Outstanding Students Award 2024-2025
- The inaugural HTYC Annual School Showcase, held on 8th July, was a whole-school function dedicated to celebrating the collective academic and all-rounded achievements of our students and conveying inspiring messages to the entire student body. This meaningful event successfully brought together the best of the school, featuring dynamic performances by competition prize winners, illuminating interviews with our student leaders, and inspiring highlights from study tours and challenges. The showcase was designed to encourage every student by celebrating hard work, leadership, and diverse opportunities. Over 100 students were involved in preparing the function, which received very positive feedback from both students and teachers.
- We also provided numerous opportunities for students to share and exchange their successful learning outcomes across various areas through physical venues, including lessons, assemblies, and dedicated presentation sessions (such as performances, experience sharing, and reports)—at the class, form, and whole-school levels. Students were also encouraged to share their work and ideas via digital platforms and the internet (e.g., Instagram, YouTube, and the School Web).

Reflections
<ul style="list-style-type: none"> The PIES framework has been effectively driven teaching and learning strategies across the school. Many teachers have shown a strong commitment to its application by engaging in professional exchanges to share good practices and innovative teaching ideas. Correspondingly, we have observed a positive shift in student behavior, marked by greater and more intense engagement in learning. While the model has been successfully introduced, its extensive application across all student learning and teacher instruction still requires dedicated effort and time. To fully embed the PIES model into usual practice, further support and targeted promotion will be necessary to ensure consistent, deep integration.
Feedback and Follow-up
<ul style="list-style-type: none"> Building on the successes of 2024-25, the Apex Team will be further developed to enhance support for gifted students. Initiatives to strengthen the competence of all students will include collaborative peer lesson observations among teachers, enhanced questioning techniques, and real-life application of learning content. Creating a positive learning environment and fostering good homework habits are also priorities for the upcoming year.

1.3 To enrich students with life-wide learning experiences in local, national and global contexts

Achievements
<ul style="list-style-type: none"> The school has significantly enriched students' learning experiences through a range of local, national, and overseas educational tours, which have effectively broadened their horizons and promoted experiential learning. The tours, including the Sichuan Cultural Exchange and Service Learning Tour, Okinawa study tour, Zhangjiajie and Changsha, Hunan Province - Geology and Environmental Conservation Tour, Visual Arts Department "Beijing Art and Culture Exploration Tour" and The Greater Bay Area Career Exploration, were successfully executed, with 86% of students and all teachers reporting positive learning experiences. The school successfully connected with two sister schools under the Sister-School Scheme, significantly enhancing cultural and academic exchange opportunities for both students and staff. <ul style="list-style-type: none"> ✓ In April 2025, 24 students, accompanied by the Principal and four teachers, completed an 8-day Sichuan Cultural Exchange and Service Learning Tour. During the trip, students provided English instruction to local primary school children, demonstrating a strong commitment to service. The participants later shared their valuable experiences with the entire student body, recounting impressive moments such as feeding pandas, visiting the earthquake disaster zone, and encountering local Sichuan students. ✓ Principal and ten teachers from the Science, Technology, and Arts Key Learning Areas (KLAs) visited another sister secondary school in Guangzhou in June 2025. This staff exchange marks the crucial planning stage for a comprehensive and immersive student exchange focused on STEAM topics in the coming academic year. Numerous life-wide learning activities organized by subject panels and various committees throughout the year, were positively perceived by both students (86%) and teachers (96%). These included field studies, visits, workshops, and subject fun days, all contributing to a holistic learning experience.
Reflections
<ul style="list-style-type: none"> In 2024-25, the school made commendable progress in offering diverse and rich learning opportunities, resulting in students who have deepened their understanding and become demonstrably more competent learners.
Feedback and Follow-up
<ul style="list-style-type: none"> Future initiatives will focus on enhancing coordination for educational tours, expanding student participation across different levels, and fostering deeper connections through the Sister-School Scheme. A comprehensive framework for life-wide learning will be developed to ensure a balanced and meaningful educational experience for all students.

Major Concern 2 : Fostering Mental, Spiritual, Physical and Social Well-being

2.1 Fostering students' mental health

Achievements
<ul style="list-style-type: none">• For enhancing Positive Education, the Life Education (LE) curriculum during Day D Life-wide Learning (LWL) periods and Day F home classes covered various aspects of positive education for students across different forms. This included mental health workshops, life education film appreciation sessions, and a reading program on life education. The program explored themes such as personal growth, goal setting, the importance of dreams, and social development topics relevant to sex education, media education, and managing conflicts and bullying. Positive feedback from class teachers indicated that the curriculum enhancements had a significant positive impact on students.• Integrating class nurturing activities into Day D LWL periods and Day F home classes has fostered strong relationships among students and teachers, with both groups enjoying the activities. Additionally, the "溫情加油站" activities for S1-3 have been effective in strengthening family relationships and enhancing connections between students and their parents. The initial attempt at conducting "Happy Friday" Activities in the second term also received positive feedback from both students and teachers• To reinforce the role of class teachers and create opportunities for interaction and sharing, four form meetings were organized throughout the academic year. These meetings facilitated the exchange of ideas and experiences on class nurturing, allowing teachers to share insights on bonding activities and strategies to enhance relationships within their classes. This initiative fostered a culture of exchange among class teachers with different styles, which could further strengthen the supportive atmosphere among educators.• According to the Annual School Plan (ASP) Survey, over 90% of teachers agreed that these form meetings promoted professional discussions and exchanges regarding class nurturing. Additionally, the school supported class teachers in organizing various class-based activities throughout the year, such as hotpot gatherings, BBQs, and seasonal events. These initiatives helped foster a sense of connectedness among students.• For creating Well-being-promoting School Environments, the scheduled LWL period and home class at the beginning of the new term focused on fostering class bonding through various activities. A key project involved homeroom decoration activities, where students decorated bulletin boards with their icons, allowing for individual expression. They also contributed to door decorations by writing encouraging words on wooden pieces. This collaborative effort aimed to create a warm and welcoming environment, successfully promoting a sense of belonging and community among students. Furthermore, the beautification of school corridors included the addition of benches and chairs, providing students with spaces to relax, unwind, and take breaks from stressors. Notably, 88% of students agreed that beautifying the school environment enhances their sense of well-being.
Reflections
<ul style="list-style-type: none">• The collaboration on enhancing the implementation of positive education and class nurturing is crucial for addressing the underlying factors that contribute to student well-being and enhancing the overall school environment. By working together, the committees can share insights, resources, and best practices, ensuring that initiatives related to mental health and wellness are effectively implemented.• It is recommended to structure the meetings to prioritize sharing successful strategies and experiences. Additionally, revisiting these shared strategies, assessing their impact, and refining them based on ongoing experiences are essential for staying flexible and adapting strategies to different eras of the student community.• The display of positive education messages throughout the school campus could be further enriched.
Feedback and Follow-up

- Although the scores of the KPM indicate a slight increase compared to the 2023-2024 data, the following aspects remain concerns: 17.1 Affect (Positive Affect) - Q-Score: 87, 17.3 Affect (No Anxiety, Depressive Symptoms) - Q-Score: 89, and 17.9 School Atmosphere (Not Lonely) - Q-Score: 88. It is essential for the various functional committees of the PSA to closely cooperate with one another.
- It was suggested that the professional development on classroom management could be enhanced, and that DE improve coordination and alignment of the principles among class teachers.
- The trial of 'Happy Friday' could foster a sense of connectedness among the classes. It was suggested to organize it twice next year.
- It was suggested that the implementation of the Homeroom decoration activity for different forms could be adjusted in various ways. Further engage students in place-making activities that allow them to relax, unwind, and take a break from their stressors, as well as to organize initiatives related to mental health and wellness.

2.2 Nurturing the spiritual well-being and positive character traits of students

Achievements

- The volunteers from the cooperative church demonstrated a strong commitment to building relationships among various small groups of students over two successive academic years via Ethics & Religious Education (E&RE) lessons. This relationship-building extended beyond classroom lessons, as volunteers maintained connections by having lunch with the students and inviting them to participate in church activities. Additionally, a 10-lesson life-coaching course conducted on Saturdays facilitated the personal growth of about 30 S1 students in life knowledge and skills. Notably, 88% of S.1 students and 72% of S.2 students agreed that the experiential E&RE lessons helped them develop good character.
- To deepen students' understanding of Christian beliefs and values, more student Christian leaders in the servant team were encouraged to assist their junior schoolmates. These leaders promoted and welcomed other students to join the fellowship and participate in activities during Evangelistic Week. They also led hymn singing and shared hymns during morning assemblies, enriching the Christian atmosphere at the school. Furthermore, the Love Foundation (愛基金) initiative equipped a group of student Christian leaders through the Love Foundation Elite Club (英才同學會), empowering them to demonstrate good character in Christ. Activities such as Christmas caroling and visiting senior centers to spread God's love were also conducted.
- The E&RE lessons in junior forms incorporated more interactive and experiential activities, creating a dynamic learning environment that prepared students for a deeper understanding of Christian beliefs and values. The S1 LWL activity on the resurrection of Jesus Christ and the S2 E&RE quiz during the academic week further enriched students' understanding of Christianity. Additionally, 73% of students agreed that the Christian atmosphere at school—encompassing Evangelistic weeks, fellowship, cell groups, E&RE lessons, and hymn sharing—helps them develop good character.

Reflections

- The experiential E&RE lessons provided a platform for sharing between life coaches from the cooperative church and our students, serving as an important factor in our students' character development and growth.
- The inclusion of activities such as Evangelistic weeks, fellowship, and cell groups fosters a strong sense of community. These platforms allow students to connect with each other and with mentors, creating a supportive environment where they can share experiences and learn from one another.
- Engaging in E&RE lessons and hymn sharing promotes not only spiritual growth but also moral and ethical development. By immersing students in these practices, they are encouraged to reflect on their values and the importance of integrity, empathy, and respect.

Feedback and Follow-up
<ul style="list-style-type: none"> In 2025-2026, the second cooperative church will collaborate with S.1 E&RE teachers to promote experiential learning, while the original cooperative church will continue to serve S.1 students after promoting to S.2 and collaborate with S.2 E&RE teachers. CE will enhance the spiritual development blueprint to help students better understand Christian faith and values through various religious experiential activities throughout six years.

2.3 Promoting students' healthy lifestyle

Achievements
<ul style="list-style-type: none"> Students were encouraged to adopt a balanced and healthy lifestyle through four key elements: rest, relaxation, relationships, and resilience. A notable initiative for the entire school was the successful Mental Health Day, which featured activities such as song dedications, sports, board games, and Switch games. This event promoted a relaxing and supportive atmosphere throughout the school. Additionally, a "Talk on Sleep and Mental Health" emphasized the importance of rest. An S1-S2 talk on resilience utilized popular anime characters to engage students effectively, delivering key messages about mental health, tenacity, and perseverance. Students showed interest in the characters and were eager to answer questions, relating to the characters' journeys through adversity. Another significant activity was the experiential activity on failure “失敗體驗活動”, which enhanced the resilience of S6 students in facing challenges. Overall, 85% of students agreed that a balanced school life helps them establish a healthy lifestyle, while 78% felt that their lives are balanced and healthy, reflecting that the majority of students maintain a healthy lifestyle. To promote student exposure to a wide variety of physical activities, diverse sports initiatives were implemented, including two signature school events: Athletics Meets and the Swimming Gala, along with regular sports teams. These events provided students ample opportunities to engage in physical development. Notably, 87% of students agreed that the diverse sports activities at school attract them to participate and cultivate their enthusiasm for active involvement. Additionally, a fitness center was successfully established to facilitate student physical well-being, further enhancing the physical fitness of our students.
Reflections
<ul style="list-style-type: none"> A balanced plan should include four key elements: rest, relaxation, relationships, and resilience. Implementing these aspects in activities designed to promote mental health for both students and teachers is essential in the upcoming academic years. According to the data of KPM17 Affective Development about Information Technology – Less time for Leisure (Q-Score: 85 in both 2023-2024 & 2024-2025) and Not attracted by its Functions (Q-Score: 104 in 2023-2024 -> 98 in 2024-2025), it seemed that more students are being negatively affected by the electronic devices. It is recommended to enhance information literacy education on Category 1: Effective and Ethical Use of Information, focusing on using the Internet healthily and avoiding Internet addiction. According to the data of KPM17 Affective Development about Physical Exercise (Q-Score: 85 in both 2023-2024 & 2024-2025), it is recommended to enhance students' physical exercise levels, educate students about the benefits of physical exercise and healthy lifestyle choices.
Feedback and Follow-up
<ul style="list-style-type: none"> Enhancing information literacy education for healthy internet use during LWL periods, home classes, and relevant subjects or committees. Fostering students' face-to-face interactions with friends and family to strengthen relationships and reduce reliance on online communication. It is suggested that the P.E. Panel schedules regular physical exercise sessions utilizing the fitness center for our students.

2.4 Fostering students' sense of social care and responsibility

Achievements
<ul style="list-style-type: none">• A service-learning program for S1-3 was implemented to promote students' practice of small acts of kindness, such as caring for the elderly and disabled individuals. Notably, 88% of S1-3 students agreed that they can practice small acts of kindness in their daily lives to express care for others. Additionally, a class-based service program for S4 students was introduced, and it was observed that students performed well on the community service day. Approximately 79% of S4 students indicated that they are more willing to participate in community service or volunteer activities through the service-learning program.• The initiation of the Sichuan Cultural Exchange and Service Learning Tour successfully enriched students' experiences regarding social care, fostering a deeper understanding of community needs through active participation in service. Furthermore, Hong Kong Unison conducted a presentation on ethnic minorities for the entire school, enhancing the community's awareness and sense of social responsibility towards minority groups. Most students were engaged and inspired to care for these minorities in society.• Additionally, members of the social service group who participated in the YWCA Elder Academy performed well and learned alongside the elderly, enriching their experiences in social care through service. The initiation of the Love Family Scholarship (愛心飯團獎學金) further encourages and recognizes students' contributions to serving others
Reflections
<ul style="list-style-type: none">• According to the data of KPM22, <30% of junior-form students participated in uniformed group or community services. It is suggested that more service-learning opportunities be developed to encourage greater involvement among these students.• Further develop the framework for service-learning for students in S.1 to S.4, promoting natural connections and mutual coordination among various committees and subject panels.
Feedback and Follow-up
<ul style="list-style-type: none">• Developing a curriculum in service-learning for S1 to S4 forms and strengthening collaboration with community organizations to create sustainable service opportunities for S2 & S4 students• Coordinating the learning content with social care and responsibility across relevant subject panels with suitable breadth and depth and enhancing the collaboration among various committees and subject panels in implementing learning activities for social care and responsibility.• Developing experiential learning opportunities, such as the Sichuan Cultural Exchange and Service Learning Tour, along with S3 Project-based Learning, to actively engage students in social care and responsibility.• Further development of the social service group aims at broader service aspects and creating sustainable service opportunities for students.

Major Concern 3 : Establishing the blueprint of nurturing students into competent Hioecians

3.1 Establishing the blueprint of nurturing students as competent Hioecians in accordance with Christian values, the School Motto and the HTYC spirit

Achievements
<ul style="list-style-type: none">• A comprehensive six-year student development blueprint was successfully established to nurture students as competent Hioecians in alignment with Christian values, the School Motto: “Think critically and be moral,” and the HTYC spirit: “Healthy, Tenacious, Young, Caring.” The scheduled LWL period and home class at the beginning of the new term helped cultivate a sense of ownership among students as Hioecians. Additionally, the growth mission was emphasized during Day D LWL periods and Day F home classes through life education film appreciation, which aligned with themes appropriate for different years of study. Positive feedback from class teachers indicated that the selected movies effectively met the diverse needs of students. Notably, 84% of students agreed that the school's six-year student development blueprint has clear goals and helps cultivate outstanding students.• To cultivate students' self-expectations, more than 65% of S2-S4 students took on at least one post to develop their strengths and passions as competent Hioecians. Student leaders were also given more opportunities to participate in organizing school events, such as Information Day, the S1 Orientation Programme, and the newly initiated Annual Showcase. The Student Leadership Training Courses, which included the Servant Leadership course conducted in the second term and the experiential program “與女青有約” held during the post-exam period, equipped student leaders to become better leaders and broaden their horizons.• An impressive 90% of students agreed that taking on responsibilities and leveraging their enthusiasm and strengths helps cultivate their qualities as outstanding students. The initiation of the Annual Showcase was particularly successful, significantly enhancing the recognition of students' learning outcomes and achievements, with various aspects of students' learning experiences, talents, and accomplishments prominently displayed.
Reflections
<ul style="list-style-type: none">• Pastoral & Students Affairs Committee (PSA) will coordinate the promotion of value education, which also involves facilitating various committees and subject panels to ensure that the learning content and activities are aligned with each year of the six-year student development blueprint, in accordance with Christian values.• The contents of the Annual Showcase may be adjusted for wider coverage of students' learning outcomes and achievements, ensuring a more comprehensive representation of their diverse talents and experiences.
Feedback and Follow-up
<ul style="list-style-type: none">• It was suggested that LE could organize sharing sessions or workshops to help students understand how to achieve the blueprint's goals.• In 2025-2026, it is suggested that Academic & Curricular Affairs Committee (ACA) and Pastoral & Students Affairs Committee (PSA) work closely on designing the contents of the second Annual Showcase.

C. Our Learning and Teaching

In the academic year 2024-25, our school has significantly advanced in nurturing students into competent learners, focusing on biliterate and trilingual communication, innovative teaching frameworks, and enriching life-wide learning experiences. These efforts aim to cultivate well-rounded individuals prepared for the complexities of the modern world.

A key achievement has been enhancing students' proficiency in communication. The ASP survey revealed that around 70% of students believe morning reading sessions foster positive learning habits and a supportive reading atmosphere. We have implemented diverse reading materials and schemes that have improved attitudes toward reading, increasing engagement and

developing critical literacy skills. Our initiatives to promote Putonghua proficiency, including morning assemblies and activities, have also yielded impressive results. Over 67% of students reported improved confidence and communication skills, with teachers affirming the effectiveness of these measures. Notable achievements in Putonghua contests further illustrate our students' growing competencies.

The introduction of the PIES (Preparation – Inquiry – Engagement - Self-reflection) Model has transformed learning. With 87% of teachers reporting its utility, the EDB Focus Inspection Team praised its implementation. This framework encourages structured learning through preparation, inquiry, engagement, and self-reflection, fostering a holistic educational experience. The diverse assessment methods used have been recognized by 89% of students, reinforcing our commitment to continuous improvement.

Our dedication to gifted education is evidenced by a well-structured talent pool system, which identifies and nurtures exceptional students. The Apex Team provides tailored support, enhancing learning experiences. Encouraging participation in external competitions has proven successful, with students excelling in various contests, highlighting our culture of excellence.

We have prioritized life-wide learning experiences, recognizing their role in developing well-rounded individuals. Educational tours, such as the Sichuan cultural exchange and Okinawa study tour, have broadened students' horizons and fostered appreciation for diverse cultures. Feedback indicates that 86% of students and all teachers view these tours as valuable learning experiences, enhancing cultural exchanges through collaborations with sister schools.

D. Support for Student Development

Collaboration across committees and subjects to organize activities and competitions has been encouraged, aiming to optimize resources and foster a comprehensive school culture that supports student development. The school has provided platforms for conducting activities and outings that allowed students to engage with various subjects outside the traditional classroom setting. These experiences exposed students to real-life situations and practical applications of their knowledge, reinforcing the relevance of what they learn in the classroom.

To enhance students' sense of belonging and create more memorable and vibrant secondary school experiences, a series of class-nurturing activities have been implemented. These activities aim to strengthen students' connections to the school community, making their secondary school life more meaningful and enjoyable. The LE Committee has created a nurturing environment by cohesively scheduling LWL periods and home classes, ensuring that students have ample opportunities to interact and collaborate with their peers in a supportive setting.

Recognizing that the emotional well-being of students and the fostering of harmonious relationships among them is increasingly crucial, the school is committed to prioritizing mental health initiatives. Workshops on communication skills, conflict resolution, and peer support were introduced to equip students with the tools they need to navigate interpersonal challenges. Additionally, mentorship programs pairing students with younger ones fostered a sense of responsibility and community, encouraging students to look out for one another.

The school will continue to promote a balanced and healthy lifestyle for students, incorporating four key elements: rest, relaxation, relationships, and resilience. By providing resources such as counseling services, wellness workshops, and extracurricular activities focused on physical health, the school aims to cultivate an environment where students can thrive emotionally and socially. This holistic approach not only supports academic success but also prepares students for the complexities of life beyond school, ensuring they develop into well-rounded individuals.

E. Student Performance

Students' Academic Performance in HKDSE Examination 2025

I. Overall Percentages

Levels	HTYC Results (%)	HK Average (%)
% of students meeting requirement for subsidized degree programmes (332A for cores and 2 for one elective or above)	72.0 %	38.3 %
% of students meeting requirement of associate degree programmes (222A2+ including cores)	94.6 %	72.7 %

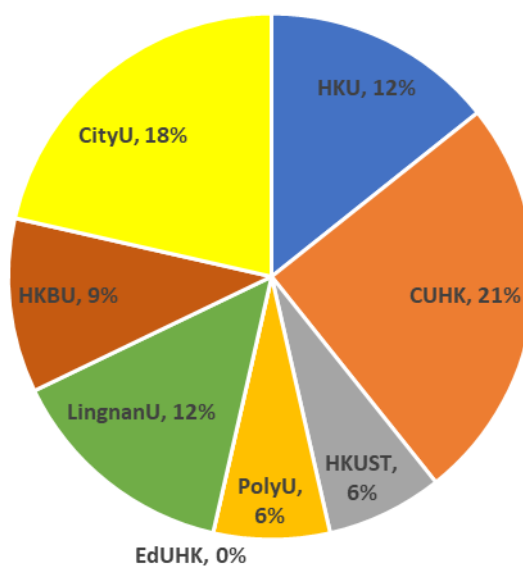
II. % of Core Subjects at 332A or better:

Core Subjects	HTYC Results	HK Average
English Language	83.9 % (3+)	53.6 % (3+)
Chinese Language	81.7 % (3+)	63.9 % (3+)
Mathematics (Compulsory Part)	95.7 % (2+)	83.4 % (2+)
Citizenship and Social Development	100.0 % (A)	92.8 % (A)

III. University admissions

Categories	2025
JUPAS offers (Degree programmes)	69.0 %
Final % of students admitted to post-secondary education	100 %

**% distribution of
JUPAS Degree Offers
among 8 Universities (2025)**



F. Feedback on Future Planning

As we reflect on our progress over the past year, HTYC remains committed to nurturing well-rounded individuals who embody our core values. Our dedication to enriching the educational experience continues to drive us forward as we look to the future. In the 2024-25, we have made significant strides in nurturing students into competent learners. We successfully established a comprehensive six-year student development framework that nurtures students as competent Hioecians. To further enrich our community, we recommend enhancing alumni engagement through mentorship programs to pass on the HTYC spirit to current students.

Enriching Holistic Learning Experiences

HTYC proudly celebrates over 54 years of excellence, marked by a legacy of outstanding achievements and a community of distinguished alumni making significant contributions worldwide. Our Christian values remain the bedrock of our mission, guiding students to live with purpose, serve others, and uphold their faith.

Over the past year, we have expanded our life-wide learning initiatives, providing students with diverse opportunities that enhance their educational journeys and foster meaningful engagement with their teachers. These activities have enabled students to connect with real-world issues, preparing them to navigate personal, community, national, and global challenges. As we look ahead, we will continue to innovate and diversify our learning programs to ensure that HTYC students receive rich and transformative educational experiences.

Building Strengths and Character

HTYC is dedicated to developing a nurturing environment rooted in Christian values, where Hioecians can explore the meaning of life and appreciate its intrinsic value. Our commitment to character education is paramount as we strive to cultivate students who are not only academically proficient but also possess strong moral foundations.

Our students have demonstrated remarkable talent and resilience across various disciplines, excelling in competitions that highlight their creativity and teamwork. This year, we successfully integrated STEAM education into our junior curriculum, fostering interdisciplinary collaboration among teachers. We will continue to invest in resources and opportunities that empower our students to reach their full potential while nurturing their character and leadership skills.

Embracing Wholeness: The Hioecian Journey

We aim to enhance students' communication skills and enriching their learning experiences locally, nationally, and globally. Our commitment to mental health, spiritual well-being, and social responsibility will guide our efforts in shaping well-rounded individuals. We will collaborate with local churches to enrich experiential learning for our S.1 E&RE students and support their transition to S.2. We will continue to integrate life-wide learning experiences into the academic curriculum to broaden students' horizons. Through partnerships with non-governmental organizations, we will enhance resources for our students' mental, physical, and social well-being, information literacy and Artificial Intelligence literacy. As we embark on this journey together, we are excited to continue fostering an environment where all Hioecians thrive as capable and compassionate individuals ready to make meaningful contributions to society.

In a rapidly changing world, HTYC recognizes the necessity of a broad knowledge base along with balanced personal development, emphasizing character cultivation. Our mission is to nurture Hioecians with our thematic slogan "Nurture Virtue, Embrace Wholeness: Be a Hioecian" as they grow into competent learners and compassionate leaders.

Appendix: Financial Summary

2024-2025 Financial Report (Unaudited)

I. Government Fund:	Income	Expenditure
	HKS	HKS
Other Recurrent Grant A/C (Rent & Rates)	492,978.00	480,378.00
Teacher Relief Grant for IMC School	3,271,251.00	3,097,764.60
Learning Support Grant for Sec. School	411,872.00	391,475.64
Diversity Learning Grant - Other Programmes	93,600.00	33,634.00
Moral and National Education Subject Support Grant	0.00	55,972.71
Information Technology Staffing Support ITSS Grant	338,819.00	338,819.00
Grant for the Sister School Scheme	165,439.00	82,094.25
Promotion of Reading Grant	66,176.00	41,598.47
School Executive Officer Grant (SEOG)	590,760.00	590,690.00
One-off School Speech Therapy Set-up Grant	0.00	9,072.00
One-off Citizenship & Social Development Grant	0.00	131,791.29
One-off Mental Health at School	0.00	32,029.78
One-off Mental Health of Parents & Students	0.00	12,480.00
One-off Grant on Parent Education (Secondary)	0.00	78,600.00
One-off Prom.Chi.Culture Immersion Activities	0.00	183,543.80
One-off Prom. Sport Ambience & MVPA60 in School	0.00	123,936.00
One-off Prom.Self-Directed Lang Learning_Eng.	200,000.00	4,980.00
One-off Prom.Self-Direct Lang Learn_Putonghua	200,000.00	0.00
Life-wide Learning Grant	1,236,410.00	1,195,916.89
Student Activities Support Grant (SAS Grant)	63,700.00	63,700.00
School-based After-school Learning & Support Prog.	85,200.00	111,328.20
Employer's Cont. to PF / MPF	221,958.00	221,958.00
Administration Grant	4,069,532.08	3,581,840.57
Composite Information Technology Grant	593,929.00	422,668.96
Air-conditioning Grant	528,825.00	425,787.40
EOEBG Baseline Reference (Departmental Budgets)	2,133,140.25	1,723,671.18
Capacity Enhancement Grant	676,944.00	76,881.00
School-based Speech Therapy Admin Recurrent Grant	8,541.00	1,680.30
School-based Management Top-up Grant	53,385.00	3,000.00
Sub-total:	15,502,459.33	13,517,292.04

II. Others Fund:	Income	Expenditure
	HKS	HKS
Pilot Scheme for Student Athlete Support (PSSAS)	14,994.00	14,994.00
IT Innovation Lab in Secondary School	434,610.00	81,050.00
QEF - School-based STEM prog.	591,132.00	835,597.34
QEF-Greater Bay Area Career Exploration Tours	0.00	94,725.00
QEF Enhanced 'My Pledge to Act' Funding	122,000.00	120,700.00
Parent-teacher Association Funding	138,619.13	128,031.22
AI for Science Education	100,000.00	96,500.00
Sub-total:	1,401,355.13	1,371,597.56

II. School Fund:	Income	Expenditure
	HKS	HKS
General Fund, Subscription, Student Union, etc.	613,011.88	213,153.86
Collection Fee from Student	1,614,840.60	1,401,458.77
Charges and Fee for Specific Purpose	275,200.00	180,322.00
Scholarships, Bursaries and Awards	257,200.00	227,000.00
Sandia Lau Outstanding Athletes Scholarship (for fitness room)	0.00	193,604.00
Agur Foundation (for Student Development Coordinator)	320,166.00	304,920.00
QEF e-Learning Ancillary Facilities Prog. (HKYWCA)	157,345.47	277,345.47
50th Anniversary Fund	16,873.87	207,080.00
Donation from Parent-teacher Association	5,300.00	20,719.13
Donations	10,000.00	3,000.00
Sub-total:	3,269,937.82	3,028,603.23

Total: **20,173,752.28** **17,917,492.83**