

St. Paul's Co-educational College
School Report for 2025-2026

The College Council

Membership of the Council for the year 2025-2026 was as follows:

Dr Moses Cheng	Chairman
Ms Michelle Y.W. Chow	Hon. Secretary
Mr Stephen K.W. Yiu	Hon. Treasurer
Dr Chien Lee	Supervisor
Mr Poon Siu Chi	Principal
Mr Ngai Kwok Wai	
The Revd Canon Dr Lam Chun Wai	
The Revd Canon Peter Douglas Koon	
Mr John K.H. Li	
Mr Joey Fan	
Dr Cheung Ting Kin	
Ms Jennifer HY Cheung	
Mr Brian David MB Li	
Ms Grace Cheng	
Mr Kenneth Lam	
Mr Vincent Leung	

The following committees were formed under the College Council:

Finance & General Purposes Committee, Fee Remission Committee, Campus Improvement Committee, Fundraising Committee, Walkathon Committee, School Management Advisory Committees, Legal Committee, Audit Committee, School Archive Committee, Promotion Boards, IT Steering Committee, SPCC Services Limited, Communications and Public Affairs Committee, Investment Committee, Summer Portal Committee and Wellness Committee.

The College Council met four times during the year: on 21 October 2025, 8 January 2026, 27 March 2026, and 18 June 2026.

Staff

1. Staff Changes

Members of staff recruited:

1. **Mr Cheng Ming Keung**, Teacher of Mathematics (MEd in Educational Management and Leadership, HKIEd; PGDE, CUHK; BSc in Mathematics, HKU) w.e.f. 1 September 2026
2. **Mrs Clement, Pik Wah Priscilla**, Teacher of English (PGDE, HKU; BA in English, CUHK) w.e.f. 1 September 2026
3. **Ms Kwan Sum Yuet**, Teacher of Chinese (BA in Chinese Language Studies and BEd in Chinese Language Education, CUHK) w.e.f. 1 September 2026
4. **Mr Lam Pak Hei**, Teacher of Mathematics (BEd in Mathematics and Mathematics Education, CUHK) w.e.f. 1 September 2026
5. **Mr Li Zhilin**, Teacher of Music (Bachelor of Music, University of Birmingham) w.e.f. 1 September 2026
6. **Mr Li Ziyi**, Teacher of English and Psychology (PGCE, University of Sunderland; BSc in Psychology, University College London) w.e.f. 1 September 2026
7. **Mr Ng Wing Hei**, Teacher of Mathematics (BSc in Mathematics, CUHK) w.e.f. 1 September 2026
8. **Ms Shaik Mogdoom, Rasmiyah**, Teacher of Mathematics (PGDE, HKU; BBA in Accounting and Finance, HKU) w.e.f. 1 September 2026
9. **Ms Tsui Hiu Nam**, Teacher of Music (BA in Music, CUHK) w.e.f. 1 September 2026
10. **Mr Wang Ziyuan**, Teacher of Design & Technology (BA in Architectural Studies, HKU) w.e.f. 1 September 2026
11. **Mr Wong Hung Pok**, Teacher of Music (Master of Music in String Pedagogy, University of Wisconsin-Milwaukee; BA in Music, CUHK) w.e.f. 1 September 2026
12. **Ms Wong Yan Nok Esther**, Teacher of English (BA & BEd in Language Education-English, HKU) w.e.f. 1 September 2026

13. **Mr Yim King Chin**, Teacher of Chemistry (PGDE, HKU; PhD in Chemistry, HKU; BSc in Chemistry, HKU) w.e.f. 1 September 2026
14. **Ms Ko Tak Yee**, Music Director (Master of Music in Conducting, University of Oregon; BA in Music (Music History), University of Washington) w.e.f. 1 December 2025
15. **Mr Suen Yuen Fai Perry**, IT Director (Bachelor of Mathematics in Joint Honors Computer Science with Combinatorics and Optimizations, University of Waterloo) w.e.f. 11 May 2026
16. **Mr Brown, Stuart Al Charles**, IB Coordinator (PGCE (International), The University of Nottingham; MA in Novel Writing, Middlesex University; BSc in Anthropology, University of Kent) w.e.f. 1 September 2026
17. **Mr Lo Chun Ki Jackal**, Sports Director (BED in Physical Education, Exercise Science and Health, CUHK) w.e.f. 1 September 2026

Members of staff who have retired at the end of the academic year:

1. **Mr Koay Seng Yee Christopher**, Vice Principal, Teacher of English
2. **Mr Chan Wai Kuen**, IT Director

Members of staff who have left during the 2025/26 academic year:

1. **Mr Lee Warren Wai On**, Music & Creative Arts Director, w.e.f. 26 September 2025
2. **Mr Kallagher, Richard James**, Teacher of English and Theory of Knowledge, w.e.f. 1 August 2026
3. **Ms Ng Belinda Hoi Yan**, Teacher of English, w.e.f. 1 August 2026
4. **Mr Lai Tsz Leung**, Sports Director, w.e.f. 5 August 2026
5. **Mr Lo Wing Pun**, Teacher of Mathematics, w.e.f. 16 August 2026

Members of staff who have left at the end of the academic year:

1. **Ms Chan Chau Yin Virginia**, Teacher of Music
2. **Mr Chan Chun Ho**, Teacher of Music
3. **Ms Lam Wa Ying**, Teacher of Mathematics

4. **Mr Leung Chung Yat**, Teacher of Mathematics
5. **Mr Ng Yiu Kuen**, Teacher of Design & Technology
6. **Ms Szeto Ching Yee**, Teacher of Music
7. **Ms Wong Hung**, Teacher of Chinese
8. **Mr Wu Chi Lam**, Teacher of Mathematics

2. Qualifications of Principal and Teachers

Qualifications of the teaching staff including the Principal are shown below:

117 have professional qualifications
 128 possess a bachelor's degree
 88 possess a master's degree
 5 possess a doctor's degree

3. Teachers' Years of Service at SPCC

40 have taught for 1-5 years
 20 have taught for 6-10 years
 23 have taught for 11-15 years
 45 have taught for over 15 years

4. Teachers' Professional Development and Further Studies

Congratulations to the following teachers who have obtained the degree during the year:

- Ms Liu Wan Yi Eva, PGDE, The Chinese University of Hong Kong, 2026
- Mr Man Hei Chun, PGDE, The Chinese University of Hong Kong, 2026
- Mr Yeung Kin Yat, PGDE, The Chinese University of Hong Kong, 2026

Class Organisation and Student Enrolment

	<u>1 September 2025</u>	<u>31 August 2026</u>	<u>No. who left</u>
Secondary School (48 classes)	1,259 (587 boys, 672 girls)	1,217 (561 boys, 656 girls)	42

In 2025-2026, there were 7 classes in Form 1, Form 2, Form 3, 9 classes in Form 4, Form 5, Form 6.

Fee Remission

Fee Remission for tuition fees

No. of successful student-applicants for 2025-2026: 171

100% fee remission: 102
 80% fee remission: 20
 60% fee remission: 25
 40% fee remission: 13
 20% fee remission: 11

No. of student-recipients of textbook & travel allowance: 35

No. of student-recipients of school bursaries: 97

Curriculum

Medium of Instruction

The medium of instruction is English. Chinese Language in Form 1 to Form 3 is taught in Putonghua. We offer a balanced curriculum that caters for the interests, abilities and needs of the students. Different emphases are placed at different developmental stages of the students.

	F1	F2	F3	HKDSE			IBDP		
				F4	F5	F6	F4	F5	F6
Chinese Language	✓	✓	✓	✓	✓	✓	✓	✓	✓
Chinese Literature				✓		✓			
Chinese History	✓	✓	✓		✓				
English Language	✓	✓	✓	✓	✓	✓	✓	✓	✓
Literature in English				✓					
Citizenship and Social Development				✓	✓	✓	✓		
Citizenship, Economics and Society	✓	✓							
Society Studies			✓						
Mathematics	✓	✓	✓	✓	✓	✓	✓	✓	✓
Integrated Science	✓	✓							
Junior Secondary Science			✓						
Physics				✓	✓	✓	✓	✓	✓
Chemistry				✓	✓	✓	✓	✓	✓
Biology				✓	✓	✓	✓	✓	✓
Information & Communication Technology						✓			
Computer Literacy	✓	✓	✓						
Introduction to Knowledge				✓					
Independent Learning & Thinking							✓		
Theory of Knowledge								✓	✓
History	✓	✓	✓	✓	✓	✓	✓	✓	✓
Geography	✓	✓	✓	✓	✓	✓	✓	✓	✓
Environmental Studies							✓		
Environmental Systems and Societies								✓	✓
Economics				✓	✓	✓	✓	✓	✓
Economy Studies			✓						
Religious Studies	✓	✓	✓	✓	✓	✓	✓	✓	✓
Music	✓	✓	✓	✓	✓	✓	✓	✓	✓
Visual Arts	✓	✓	✓						
Visual Arts (IB)									✓
Design and Technology	✓								
Enquiry Learning	✓								
Aesthetic & Creativity Education		✓							
Physical Education	✓	✓	✓	✓	✓	✓	✓	✓	✓

Achievements and Reflection on Major Concerns for Future Planning

1. To promote students' well-being through the cultivation of a supportive school community

Great effort had been made by the school to promote well-being at school. Teacher representatives have played a pivotal role in supporting the Council Wellness Committee to act as a bridge between frontline teachers and the wellness planning process. To better equip teachers with enhanced skills for supporting students' holistic development, including their mental well-being, questions that teachers have raised in this area were systematically collected and consolidated. Furthermore, two focus group interviews, facilitated by St. James' Settlement, were conducted to understand the needs of both teachers and students. The qualitative feedback gathered enabled the Committee to design targeted training courses that address real concerns of the school community.

Core values and spiritual elements such as kindness, empathy, respect for others, and resilience, have been integrated into the school's well-being planning. By aligning wellness initiatives with the school's core values, the school is expected to move beyond arranging superficial stress-reduction activities and generic teacher training toward a more meaningful, values-driven approach to wellness.

To promote students' well-being holistically, the school has strengthened teachers' capacity to support diverse learners, including those with special educational needs, by distributing practical well-being focused resources and professional development materials through multiple platforms. Teachers have been nominated to attend specialised training sessions offered by the Education Bureau and other leading institutions, equipping them with strategies that not only support inclusive teaching but also foster students' emotional and psychological well-being. Collaborative well-being support has been further enhanced through the coordinated efforts of the Guidance and Counseling Committee, the Discipline Committee, Heads of Form, Form Teachers, school social workers, an Educational Psychologist, a Clinical Psychologist, and external specialists, all working together to address the individual well-being needs of students and their families. In addition, the school has organised a series of learning activities focused on interpersonal skills and mental well-being, helping students build healthy relationships, develop emotional resilience, and cultivate a positive sense of self. Through these integrated efforts, the school has created a caring environment where student well-being is consistently prioritised and actively nurtured.

With a highly committed team, our school has strengthened students' well-being by embedding this focus into everyday learning experiences. Through thoughtfully designed formal and informal learning activities, such as reflective morning assemblies, sharing of bible messages by school chaplains with wellness focus, purposeful dialogues, and life-wide learning experiences, students are supported to build positive mindsets, emotional resilience, and a strong sense of belonging. By consistently practicing values such as kindness and empathy in real school routines, students develop the confidence and inner stability needed to learn well and relate to others positively.

The newly established student wellness club, Aura, has effectively promoted student well-being through a student-centred approach by empowering students to identify, design, and lead initiatives that directly address their mental, emotional, and social needs. The club operates on student-generated feedback and peer-led activities, all scheduled at times and formats chosen by the students. This participatory model has not only increased engagement and ownership among members but also reduced stigma around seeking support, as students feel their voices shape the resources provided. Initial feedback indicates measurable improvements in self-reported stress management, sense of belonging etc., confirming that when students are treated as active partners, wellness initiatives become more relevant, accessible, and sustainable.

The wellness room, named Oasis, was opened this academic year. Both the name and design were chosen by students, and the furnishings closely follow a proposal submitted by the winner of a design competition. The room's primary purpose is to offer students a dedicated space to relax and take a break from the demands of school life. Oasis is available for students to book during lunchtime and is equipped with amenities such as music players and comfortable seating, including sofas.

To ensure smooth critical transition from primary to secondary school, interface meetings between the College and its primary school were held in July and September, and additionally whenever needs arose. During these sessions, representatives from both schools discussed the general and specific well-being needs of the incoming cohort, with particular attention paid to emotional adjustment, social integration, and pastoral care. Attendees included the representatives of Discipline and Guidance teams from both schools, along with the Vice Principal, Assistant Vice Principal, school social workers, and all Form One Form Teachers (who joined the September meeting). These collaborative discussions have ensured alignment in supporting students' emotional and social well-being alongside their academic development, helping Form 1 students feel safe, supported, and valued as they begin their secondary school journey. To further strengthen a culture of care among students, an additional interface meeting was convened in December. During the meeting, the College and its affiliated primary school exchanged insights and strategies for fostering a harmonious learning environment. These strategies will be integrated into the College's future planning.

Last but not least, two staff development days were allocated specifically to enhancing well-being among teachers. Teachers participated in a variety of hands-on handicraft workshops designed to encourage relaxation, support mindfulness through creative engagement, and reinforce a sense of accomplishment. These sessions were strengthened by peer interaction, helping to build supportive relationship and foster a more connected professional community. In addition, teachers benefited from structured sports activities at Go Park, which were highly valued. The activities provided an effective avenue for stress reduction while also creating a positive and energizing space for social connection. The creative workshops and sports sessions offered a holistic approach to teacher well-being by addressing both mental rejuvenation and collegial bonding.

2. To enable students to develop virtue and be informed and responsible citizens with a strong sense of national and global identity, an appreciation of Chinese culture and core values, and respect for pluralism in society

A whole-school approach had been adopted by the school in implementing values education across both the formal and informal curriculum. To strengthen overall planning, implementation, and evaluation, Values Education Committee (VEC) was set up to replace the Moral and Civic Education Committee. The functions and membership of the newly established VEC had been enhanced to ensure coordinated leadership, clearer ownership of initiatives, and more effective monitoring of outcomes in a more holistic manner. Key personnel responsible for extra-curricular activities, experiential learning, and community service are invited to join the committee so that values education elements can be further infused across different areas.

School activities were planned with reference to not just the school-based values education framework, but also relevant guidelines of the Education Bureau (EDB), the updated seven learning goals of secondary education, the National Education Calendar and the like. During planning, the school explicitly stated learning expectations or expected learning outcomes with reference to EDB's guidelines. Evaluation was conducted comprehensively, based on the targets set, so the school can measure both student learning and effectiveness of the overall implementation.

Moreover, a wide variety of learning activities were organised to increase students' understanding and interest in Chinese history and culture, and traditional Chinese values. The Chinese Society, for instance, organised a Chinese New Year event titled "Prosperous Lion Dance Celebration" to mark both the festive season and the school's 110th anniversary. In addition to enjoying lion dance performances, students and teachers had the opportunity to appreciate this intangible culture and take part in hands-on activities such as spring festival couplets, paper-cutting, sachets etc. Various departments, committees, and student bodies organised learning activities such as talks, workshops, study tours, and competitions, to deepen students' understanding of the overall development of the motherland, while also encouraging them to explore global issues. These activities support students in developing strong personal character, positive values, national identity, and a sense of responsibility as local, national, and global citizens.

Diversified learning activities and programmes led by academic departments, form committees, and student groups were held to further promote national education and national security education. Students were guided to examine national and global issues through age-appropriate and structured learning experiences, helping them grow into informed and responsible citizens with both national and global awareness. For example, under the leadership of the Form 1 Head of Form and with support from the form teachers, an inter-class national education quiz competition was held for all Form 1 classes. The event was well received by students. Questions are mostly related to provincial facts, national geography, Chinese idioms, and the like, which helped heighten students' interest in national knowledge, cultural literacy and development.

In addition, conscious efforts had been made to further strengthen values education in the junior forms. The Citizenship, Economics and Society (CES) curriculum had been extended from Form 1 to Form 2, allowing a broader range of students to benefit from its structured values-based content. This curriculum development further advances the principle of developing students' virtue through education (立德樹人) in the junior forms, ensuring that values and civic responsibilities are enhanced systematically through learning. By reaching more year levels, the CES framework helps build a continuous and coherent foundation for social awareness, ethical growth, and responsible citizenship from an early stage.

Moreover, students participated in the Greater Bay Area Career Exploration Tours Programme, which was designed to deepen their understanding and appreciation of the latest development across various industries in the Greater Bay Area (GBA). As reflected in student feedback, the Programme broadened their knowledge of the GBA and the opportunities it offers to Hong Kong youngsters. Students considered the experience valuable for their future career planning.

Professional development opportunities were provided to teachers to strengthen their capacity to deliver values education effectively. Information about national education and national security education training courses provided by the Education Bureau and reputable organisations were disseminated to teachers. In addition, the core education mission of cultivating virtues and nurturing people (立德樹人) was embedded in the induction for new teachers, and consistent reinforcement by the Principal to all staff members during the first staff meeting of this academic year. This ensured that all staff understand the importance of professionalism and remain committed to upholding high moral values, creating a consistent values culture across the school community.

Lastly, parental support plays a crucial role in cultivating positive values and attitudes in students. Recognising this, the school has made conscious efforts to explain and reinforce the importance of values education during major parent engagement opportunities, such as the Form 1 Parents' Orientation and PTA-led events.

The structured and holistic approach adopted by the school reflects the school's long-term commitment to nurturing students into principled future citizens who contribute positively to society in local, national, and global contexts.

3. To enable students to take an active role in their own learning through the development of different assessment modes and pedagogies

Effective learning and teaching remain our top priority with no doubt. The teaching staff are always eager to look for various modern educational frameworks, shifting from traditional teacher-centric instruction toward dynamic, student-centred learning environments. This year, different subject panels have tried our best to redefine the pedagogical roles, implement multi-modal differentiated

assessment, integrate Artificial Intelligence (AI) and the Information Literacy for Hong Kong Students Framework, and foster student agency through co-designed evaluations.

To transit teachers from primary knowledge deliverers to active facilitators, we have restructured the instructional delivery around inquiry and peer-to-step engagement. In the classrooms, we emphasise on guided discovery. Teachers provide scaffolding, frame high-level prompts, and manage classroom logistics while students take the lead in driving learning outcomes by deploying open-ended, real-world tasks (e.g. community problem-solving simulations, design-thinking challenges) where solutions are non-binary. We stress on the importance of student's analytical skills towards questions alongside possible explanations and answers. Teachers construct high-level questions for students can force deeper cognitive engagement with core content during the lessons as well. Besides, various structured collaborative modalities are adopted, such as "Think-pair-Share" which can standardize the quick-turn paired reflection; "Flexible Grouping" allows students to have grouping based on their interests and skill levels. We have also combined digital dialogue with rubric-backed oral reporting to ensure equal participation among students.

Regarding the assessments, students have been offered with tiered tasks with variable difficulty levels while maintaining uniform core learning objectives. Students are asked to define criteria for success and draft scoring rubrics for major assignments. They are encouraged to review their peer's work, focusing on constructive, actionable critiques grounded in shared rubrics. Self-assessment components on submissions are commonly included. Where student self-scores deviate significantly from teacher evaluations, teachers debrief to refine students' self-appraisal skills. This can strengthen the learning impacts on students. Beyond standardized pen-and-paper examinations, we allow students to complete their tasks through visual, auditory, kinesthetic, and linguistic ways in which their work can be presented in multi-modal pathways. The non-traditional submissions (e.g., performance tasks, creative portfolios) can successfully build student confidence in learning.

SPCC has integrated emerging AI driven technologies with established educational frameworks ensuring the ethical, efficient, and future-ready information usage. For assessment, language subjects have leveraged AI learning platforms for targeted reading comprehension diagnostics and real-time writing feedback in Form 1 and Form 4 respectively. We have also trained students to use AI tools as initial reviewers to iterate on drafting, and structural clarity before final submissions. Chances where students evaluate AI-generated answers against subject rubrics, identifying hallucinations, logical flaws, and tone inconsistencies are provided, such as during the library lessons. To systematically scale digital education across the school, several strategic priorities have been identified. Under the leadership of school management, a clear implementation roadmap adopting a whole-school approach will be launched. In terms of curriculum planning, relevant subject panels will update unit plans to align with the Hong Kong Information Literacy framework, while subject departments will integrate a broader range of multi-modal assessment options into their teaching practices. Furthermore, targeted professional development will be provided to enhance teachers' capabilities in facilitation techniques, student-led rubric design, and AI critique workflows.

Spiritual and Values Education

As a Christian college, we place a strong emphasis on nurturing our students' spiritual growth. Our commitment to Christian education is embedded in daily school life through morning assemblies, Religious Studies lessons, and Christian Fellowship programmes.

This year, the Revd Adam Mo officiated and preached at our Advent Collection Service, where we raised \$10,379.30 for seven local voluntary organisations, including HKSKH Welfare Council Limited, St. Paul's Church, St. John's Cathedral, and St. James' Settlement. To demonstrate our care for the underprivileged, we organised the "Love Action" initiative, collecting 48 gift stockings from classes across the school. In partnership with HKSKH Welfare Council Limited, the stockings were donated to children living in subdivided units in Kowloon City District. Teachers and students also visited the children and hosted a Christmas party at the Community Living Room operated by the Welfare Council.

At Christmas, the College upheld its tradition of holding Carol Services at St. John's Cathedral for Form 2 to Form 6 students and at St. Paul's Church for Form 1 students. The Very Revd Chan Kwok-Keung and the Revd Canon Dr Lam Chun Wai officiated the respective services, while the Revd Arthur Ho Kam Tim preached at both. On Ascension Day, a whole-school service was held at St. John's Cathedral, officiated by the Very Revd Chan Kwok-Keung with the Revd Kenneth Lo serving as preacher.

We are grateful to our Chaplains from St. Paul's Church and St. John's Cathedral—the Revd Canon Dr Lam Chun Wai, the Very Revd Chan Kwok-Keung, the Very Revd Franklin Lee, and the Revd Adam Mo—for delivering inspiring sermons during Wednesday morning assemblies. Our chaplains also joined sharing sessions with Form 1 students and long-term boarders in the school chapel. As part of our ongoing pastoral care, the Revd Adam Mo visited monthly to lead discussions and share insights with our long-term boarders.

This year, the Christian Fellowship adopted the theme “Abide in Love,” echoing our 110th Anniversary theme, “Embrace Love: A Quest for Compassion.” We encouraged students to make love the foundation of daily life: offering patience in class, extending grace in friendships, and choosing forgiveness through challenges. It is our responsibility to extend God's love- not just in our fellowship, but in every corner of our school, making His love tangible through our actions and attitudes. Besides regular gatherings, monthly SPCC Alpha Youth sessions were held at St. Paul's Church, providing a space for students to discuss faith and reflect on life's deep questions with their peers.

The Religious Week was held from 3 to 22 December. Activities like Love Action, handicraft workshop, Carol Singing and game booth were held to spark interest in the Christian faith.

In the second term, an evangelical rally and music worship took place during morning assembly, featuring Hong Kong illustrator and author Little Half (小半), who shared her personal testimony. Ahead of their final day, a farewell assembly was held to offer blessings and encouragement to our Form 6 graduates. Additionally, a live lunchtime concert brought vibrant energy and positivity to the campus.

The Guidance and Counseling Committee organised various activities during the year.

Apart from individual counseling, our school social workers from St. James' Settlement organised different developmental groups for students. The group activities included outdoor activities, social service and other activities. Around 50 senior form students were coached in The Big Brother Big Sister Scheme to help the Form 1 students adapt to secondary school life. Various activities such as class visits, orienteering and lunch time gatherings were organised.

Apart from developmental groups, the social workers also organised activities such as handicraft workshops and board game workshops. Life Building Mentorship for Youth Project was organised this year in the collaboration with St. John's Cathedral Life Enrichment Centre. Activities included workshops, social service, team-building games, outings and other types of activities. The committee also collaborated with the PE department to provide Yoga workshops to Form 6 students.

In order to promote the awareness of mental well-being, a mental health week was organised. There were fun activities, workshops and display boards.

Wellness Club was established in collaboration with JC LevelMind. The Club organised various activities to promote mental well-being in the school. Room 314 was renovated and furnished to be a Wellness Room, named Oasis, available for booking as a venue for students to relax and get along with their peers.

Services of Education Psychologist and Clinical Psychologist were provided through Tung Wah Group of Hospitals Ho Yuk Ching Educational Psychology Service Centre. The psychologists provided assessment and counseling to students and parents. They also held case conferences with teachers, wrote articles to PTA newsletters, and gave sharing to PTA. The services helped in early identification and early intervention of students in need.

The Values Education Committee organised various activities during the year.

The school identified "Integrity" and "Sense of Responsibility" as the two annual themes of the 2025-2026 academic year. A whole-school approach was adopted to embed these themes as comprehensively as possible across both the formal and informal curricula. The Committee actively collaborated with various committees, functional groups, and student bodies to organise learning activities aimed at promoting positive values and attitudes. For example, the Committee worked closely with the Aesthetic and Creativity Team and the Visual Arts Department to stage classroom display board decoration competitions centred around the two annual themes. This provided form teachers with a valuable opportunity to explore the meaning and relevance of the themes in relation to students' everyday lives. The themes were further utilized in Theatre Exploration lessons of Form Two Aesthetic and Creativity Education (ACE), in which students were tasked with developing

storylines based on the themes and presenting their dramatic performances to the entire school during morning assemblies.

As part of our ongoing commitment to implement national education, a Basic Law Talk was co-organised by Home and Youth Affairs Bureau, Committee on the Promotion of Civic Education, Subcommittee of the Constitution and Basic Law Promotion Steering Committee, and the school for all the junior form students. The event proved highly successful in helping students understand the Basic Law and its connection to the People's Republic of China (PRC) Constitution. By adopting an interactive format and featuring speakers from diverse backgrounds including a barrister-legislator, a popular actor, and a professional break-dancer, the event effectively captured students' attention and made abstract legal concepts more accessible and relatable. The use of real-life examples and engaging dialogues allowed students to see how the Constitution and the Basic Law directly influence their daily lives, rights, and responsibilities. This approach not only enhanced students' legal literacy but also fostered a deeper appreciation of the constitutional foundation of "One Country, Two Systems". This positive reception and active participation of the audience further indicated that innovative, multi-stakeholder delivery methods can significantly boost student engagement and learning outcomes in national education.

Besides, the school has strategically invited distinguished speakers to deliver talks under the national flag during morning assemblies. To celebrate the National Day, Ms. Melissa K. Pang, BBS, MH, JP, Immediate Past President of the Law Society of Hong Kong, shared with students on the topic "How Young People Can Contribute to the Country's Development." Mr Brian David Li Man Bun spoke on the theme "安全是香港持續繁榮的重要基石" (Security as a Vital Cornerstone of Hong Kong's Continued Prosperity) on National Security Education Day. Both sharing sessions were well-received by students, who demonstrated attentive engagement and thoughtful reflection. These meaningful encounters not only enriched students' understanding of national occasions but also reinforced the values of responsibility, respect, and belonging in an authentic and impactful manner.

Enhancing students' understanding of the concept of holistic national security constituted another key priority for the school. Visits to the National Security Exhibition Gallery were organised for Form Four students. Participating students enjoyed the school-based learning tasks designed for them and acknowledged that the visits had helped them gain a deeper understanding of the constitutional relationship between the PRC and the HKSAR, as well as the multifaceted nature of national security.

To strengthen students' media and information literacy and to develop them into responsible, critical netizens, a visit to the Hong Kong News-Expo was arranged for the Form Six students. During the visit, students explored various exhibits that traced the evolution of local journalism. They also participated in guided sessions that introduced the concepts of fact-checking, media ethics etc. Students reflected that the visit had broadened their horizons by helping them better understand how news is produced and consumed, and by reinforcing the importance of verifying information before sharing it online.

Furthermore, the Committee actively encouraged students to take part in a range of activities and competitions in collaboration with the Citizenship and Social Development Department and the Chinese Department. It is worth noting that two senior form students participated in a nationwide competition on the PRC Constitution held in Beijing organised by the Ministry of Education of the PRC. The students achieved excellent results, reflecting both personal dedication and the effectiveness of the school's efforts in nurturing civic and legal literacy.

To strengthen the Committee's role in enhancing a values-based foundation for service learning, the Committee drafted tailored reminders and guidance for Form One and Three form teachers to help better prepare their students before participating in the school's compulsory service learning programme. This initiative proved to be a practical and timely intervention, equipping form teachers to guide students not merely to complete service hours, but to grow as serving leaders rooted in empathy and love. By helping students relate meaningfully to others different from themselves, such as the elderly and differently-abled individuals, the guidance encouraged students to move beyond pity or obligation toward genuine understanding and care. Form teachers were provided with clear talking points, discussion prompts, and reflective strategies that could be easily integrated into FTP sessions prior to service activities. Through these preparations, students began to see that true leadership is all about humbly serving others with compassion.

The collective efforts made by different stakeholders have fostered a cohesive school culture that values shared responsibility in promoting and implementing values education, ensuring that every student grows not only academically but also as a responsible, law-abiding, principled, and compassionate citizen.

Leadership and Service Learning

The Student Activities Week (SAW), held from 15 to 23 November, offered a diverse range of programmes tailored for our Form 1 to Form 5 students.

The Form 1 students were engaged in a 4-day Outdoor Education Programme. The students learned important outdoor skills and enhanced their leadership potential and collaboration skills through participating in different adventure-based activities, such as kayaking, gorge walking, hiking, and orienteering.

The objective of the programme for the Form 4 students was service learning. There were plenty of school-organised service programmes offered to students. They were able to choose from working with different organisations, providing underprivileged children with tutoring services, organising activities for people with mental disabilities, engaging in a 5-day coastal conservation programme to learn about the importance of marine protection, or becoming first-aid certified by taking the first-aid course conducted by St. John Ambulance.

This year, we also organised two overseas service-learning programmes in Malaysia and Indonesia, focusing on rainforest conservation and sustainability, expanding access to education for students from disadvantaged backgrounds, and supporting the most vulnerable, special-needs, and often forgotten people in local communities. These experiences provided our students with meaningful opportunities to engage with local communities, deepen their understanding of social and environmental issues, and learn the importance of protecting both the natural environment and vulnerable children.

The Attachment Programme is a platform for Form 5 DSE students to experience a week of university subject-based or career-related attachments. Over the years, SPCC has worked closely with universities and enterprises to provide inspiring programmes that better equip students for the future. Both the Form 5 DSE and IB students also have a wide range of options to choose from, including school-organised overseas service-learning programmes and self-organised initiatives, in which students can plan their own learning experiences with schoolmates. In past SAWs, we have witnessed students teaching STEM and English to underprivileged primary students and children in orphanages, providing healthcare support to local medical staff and serving in rural hospitals, cycling to raise funds for charity, conducting investigations to enhance agriculture, and participating in service-learning programmes in Mainland China, Cambodia, Japan, Singapore, and Korea.

Rites of Passage

Our Form 3 students participated in the 28-day Rites of Passage (RoP) programme in Queensland, Australia, during the summer. Across three residential campuses, they took part in a range of experiences built around four core components: community living, outdoor activities, expeditions, and enquiry-based learning. These immersive experiences challenged them physically, mentally, and emotionally. By overcoming these challenges, students developed a deeper understanding of themselves, strengthened their relationships with others, and enhanced their leadership and social skills, contributing significantly to their personal growth.

Round Square

Round Square is a worldwide network of innovative schools in 50 regions across five continents that share a holistic philosophy of education. As SPCC is a member school of Round Square, students as well as staff have opportunities to take part in regional and international conferences, service projects and exchange programmes that involve other Round Square schools.

The student committee within each member school is tasked with developing and promoting activities that reflect the six IDEALS of Round Square: Internationalism, Democracy, Environmentalism, Adventure, Leadership and Service. As students take ownership of Round Square activities within the school, we expect different forms of collaboration across the region and the globe.

In October, SPCC sent a delegation to participate in the Round Square International Conference held in Dubai, UAE, under the theme “Beyond the Dunes.” Student delegates took part in a range of activities centred on the Round Square IDEALS, particularly Adventure, Democracy and Service, including hiking, tree planting and organising a fundraising fair. We are also pleased to report that one of our students was honoured with the Kurt Hahn Award, a prestigious recognition presented to students who demonstrate outstanding leadership and a strong commitment to service within the Round Square community.

Our committee also organised the “Round Square Day” in December, a lunchtime event that was enthusiastically received by both teachers and students. The success of this event was largely attributed to the fun and interactive game stalls set up by students participating in the Form 4 and Form 5 self-initiated programmes during Student Activities Week (SAW). Building on this success, the second “Round Square Day” was held in April in collaboration with various student bodies. Game booths were designed to share interesting facts about cultural traditions, such as festivals, languages, food, and taboos, using engaging mini-quizzes. Snacks were offered as prizes to encourage participation. Additionally, in partnership with the English Debating Team, we launched the “IDEAS and IDEALS” Debate Competition, which attracted over ten teams of junior students.

Also, in April, during the Enrichment Programme Day, we hosted the IDEAList Presentation by Redress, which focused on fast fashion, clothing pollution, textile waste, and innovative solutions. Following this, we organised a clothing drive where students and staff donated clothes for the Green Fashion Show. These donations were creatively repurposed into designs for the show, which revolved around the theme of “Environmentalism.” The year culminated in the highly anticipated Green Fashion Show in July, organised in collaboration with the Student Union and the Environmental Protection Club during Games Day. This event showcased the innovative creations of student designers and models, all crafted from recycled materials.

Moreover, we facilitated exchange programmes with Round Square partner schools, including Christ’s College in New Zealand, The Hutchins School and St Philip’s College in Australia, United World College in Singapore and Ermitage International School in France.

These initiatives have significantly enhanced character education through experiential learning, while fostering students’ international-mindedness and equipping them with the skills to thrive in an interconnected world.

Language and Culture

Foreign Language Studies

In the academic year 2025-26, we offered two distinct streams of foreign language courses, each tailored to specific objectives. Program A was designed for leisure and focused on the Korean and Japanese languages. These courses introduced students to fundamental language structures while also exploring cultural aspects to enhance their intercultural exposure and understanding.

Program B, on the other hand, was oriented toward academic pursuits and featured foundation courses in French and Spanish. These programs provided students with a solid linguistic foundation, emphasising practical communication skills applicable in real-life contexts. Additionally, the courses offered students a deeper understanding of the history, traditions, and societies of French-, and Spanish-speaking regions, enriching their academic and global perspectives.

Demonstrating steady dedication to language learning, students achieved positive results across French, Spanish, and Japanese assessments. In French, students attained the Diplôme d'Études en Langue Française (DELF) at the B1 level. In Spanish, candidates completed the Diplomas de Español como Lengua Extranjera (DELE) at the A2 level. Additionally, in Japanese, students passed the N1 level of the Japanese-Language Proficiency Test (JLPT).

Culture Salon Activities

The theme for this year, “Global Fashion,” explored the cultural significance, evolution, and social roles of clothing across diverse societies and historical periods. The main objective was to cultivate a critical appreciation for fashion as a medium of personal identity, cross-cultural communication, and social expression, with a special emphasis on Chinese and Hong Kong fashion heritage, sustainability, and creative design.

The year’s activities began in November with a two-day embroidery workshop co-organised with the Art Club in the art room during lunch breaks. Guided by an embroidery artisan, the workshop introduced participants to the fundamentals and distinct features of Chinese embroidery. Students put these techniques into practice by designing and crafting their own Chinese-style embroidered badges, fostering a deeper appreciation for traditional crafts through hands-on design.

In April, we hosted local designer Ms Janko Lam, founder of Classics Anew (新裝如初), for an inspiring assembly talk alongside a dedicated exhibition at the Zhuyuetang Exhibition Gallery. Ms Lam introduced her brand’s philosophy of merging contemporary fashion with traditional Chinese aesthetics, while the gallery display highlighted the evolution of qipao design, focusing on historical shifts in fabric choices, tailoring cuts, and creative patterns. Together, these events offered students

valuable insights into the cultural significance of the qipao and inspired them to promote Chinese fashion heritage.

Complementing these events, students participated in a tour of The Mills in Tsuen Wan during the post-exam period in late June. Led by a knowledgeable guide, students explored the revitalised landmark to learn about Hong Kong's rich textile history, key stages of clothing production, and the local fashion industry's economic and cultural impact. A highlight of the visit was a hands-on cotton spinning workshop, where students experienced the fundamental craft of textile making by attempting to spin raw cotton into thread using only their hands.

Throughout the year, additional initiatives further empowered students to reflect on fashion's broader role, including promoting textile recycling and sustainability with the Community Service Group, as well as collaborating with the Student Union to stage a green fashion show featuring student designs made entirely from recycled materials.

Aesthetics and Creativity

Exhibitions

This year we successfully organised 4 exhibitions in the Zhuyuetang Gallery as follows,

- Vying Glazes - An Exhibition of Chinese Monochrome Ceramics from the Zhuyuetang Collection: Mr Richard Kan, our esteemed alumnus (class of 1966), graciously lent his valuable ceramics (around 20 pieces) for display from October 21 to November 13. Students had the opportunity to observe and appreciate the beauty of Chinese monochrome ceramics from the Ming-Qing Dynasty.
- Students' Self-nominated Exhibition: titled Inner vision Outer worlds, was held in the school's art gallery from March 16 to April 15.
- Form 6 IB Visual Arts Exhibition: From February 12-27, the Form 6 IB Visual Arts Exhibition, titled Metanoia was held. We welcomed fellow students, friends, and families from the wider community to celebrate the achievements of our first IB Visual Arts cohort.
- 110th SPCC Anniversary Art Exhibition: was held from May 20 to June 12. In celebration of our school's 110th anniversary, we chose to honour the profound energy of collaboration through the centrepiece, "Unboxed" — a large-scale installation featuring over 1,000 hand-painted bears created by our entire school community. Simultaneously, we also showcased a collection of artworks from our junior form students, pieces from the Form 2 ACE Visual Arts and Creative Illustration modules, and the winning works from the Grantham Visual Arts Awards.

EPD Days

We had four programmes about traditional Chinese Culture for our students this year. First, a talk was held on October 17 for Form 2 and Form 4 students in the School Hall. Mr Richard Kan (class of 1966) shared his learning journey and an intriguing story about his antique collections. Another workshop took place on October 17 for Form 2 in the school hall. The performer, from Talent Education Ltd., demonstrated diabolo, plate spinning, and juggling. Some students were invited to come on stage to try these activities. On March 23, Form 1 students joined various workshops included bamboo weaving art, bamboo weaving paper cuts, herbal aroma art, Song Dynasty brocade ornaments, water-transfer printing, lacquer fans, and cloisonne. Lastly, a workshop was held on April 30 for Form 5 students in which students tried alcohol ink painting with gold stamping.

National Education on traditional Chinese culture

In February, we organised two workshops on promoting Chinese culture. The first one was traditional paper-cutting workshop that promoted cultural heritage and community care. The second one was the distribution of Chinese traditional rainbow calligraphy. Both activities successfully encouraged appreciation of traditional arts and shared joy during Chinese New Year.

Odyssey of the Mind Competition

This is the second time our school has participated in the Odyssey of the Mind (OM) World Finals competition after the pandemic. For months, five Form 4 students dedicated themselves to the competition preparation, demonstrating their creativity in problem-solving, scriptwriting, prop-making, and acting. Training sessions were provided. The regional competition was held on February 7 at Chinese Y.M.C.A. Wu Kai Sha Youth Village. Our team was the Champion in their division and was given the chance to participate in the OM World Finals at Iowa State University, US from May 27-30, competing along with over 600 teams from all over the world. The students were rewarded with new friendships, support from their buddy teammates and memorable moments. We ranked 8th among all participating schools in our category.

Smile Day

The Smile Day was held on July 3. In collaboration with the Values Education Committee and the Christian Fellowship, Smile Day aimed to foster positivity, creativity, human connections, and school spirit through music, art, and shared experiences. Magic show, student-teacher music performance and various class-base activities were held. It was a highly positive event that successfully created an uplifting atmosphere in the school community, which can effectively promote school spirit, positivity, and shared joy.

Extra-Curricular Activities and Enrichment Programmes

Extra-curricular activities remain an integral pillar of the College's educational framework. These programmes provide vital platforms for students to explore diverse interests while developing essential competencies in leadership, collaboration, and personal reflection. Through active participation, students gain meaningful, enriching experiences that drive holistic development. The College maintains its commitment to cultivating a lifelong appreciation for music and promoting physical and emotional well-being through comprehensive athletic programming.

Around 400 students participated in extra-curricular musical activities at the College. The Wind Band won the Gold Award in the 2025 Hong Kong Youth Music Interflows Symphonic Band Interflow (Secondary School Senior Class). At the 78th Hong Kong Schools Music Festival, various music teams and ensembles participated and garnered a total of four Champions, nine 1st runner-up and four 2nd runner-up awards. In addition, the Senior Mixed Voice Choir was named the Most Outstanding Secondary School Choir (First Division) and the Best Secondary School Mixed Voice Choir (First Division). SMVC also won two Championships of the World Choir Games with one of the scores being the highest among all classes. Outside of the competing arena, the College's Symphony Orchestra continued its symphonic tradition and performed Saint-Saëns' Organ Symphony at the 110th Anniversary Home Coming Concert.

Demonstrating strong athletic engagement, the school fielded 15 teams across a wide spectrum of sports, ranging from individual disciplines like athletics, swimming, and fencing to team ball games, racket sports, and dance. Supported by year-round training to maximise their potential, over 200 students competed in inter-school events with exceptional results. Highlights include a student representing Hong Kong in international fencing, alongside dual championship titles in the Boys and Girls C Grade categories in athletics. The girls athletics team also secured team overall champions and will be promoted to Division I, while the Table Tennis team dominated their competition: the Girls B and C Grade teams won championship titles, Girls A Grade placed second, and the overall Girls team claimed the championship to earn a promotion to Division I. Complementing competitive

play, Form 1 and Form 4 students engaged in a 30-hour home-based fitness programme to build muscular strength and physical wellness.

Furthermore, targeted enrichment programmes were implemented to expand students' academic knowledge, practical skills, and real-world understanding across diverse disciplines. These initiatives featured lectures and interactive workshops facilitated by industry professionals and subject matter experts, addressing critical areas such as National Security Education, STEM, moral and civic development, leadership training, career planning, and pastoral care. Campus-based learning, experiential outings and field trips provided immersive opportunities to explore cultural heritage and natural ecosystems.

Please refer to **Table 1** for an overview of the extra-curricular activities offered.

Student Union

As a fully elected student body, the Student Union (SU) is committed to fostering a strong school community. Through a wide variety of school-based and joint-school events held throughout the year, the SU aims to promote a vibrant and diverse student life while enhancing students' sense of belonging to the SPCC family.

This year, the SU organised a range of activities to help students relax, recharge and connect with one another. These included the Christmas Fair, Valentine's Day Fair Movie Lunch, Cyber Culture Carnival, Therapy Animals and Stress Relief Week. Through game booths, festive celebrations, movie screenings, therapy animal sessions, dancing and teacher-student dodgeball, students were given opportunities to take a break from academic pressure and enjoy a more joyful and balanced school life.

To promote student voice and strengthen communication between the College and the student community, the SU continued its Ongoing Opinion Collection programme throughout the year. Through Google Forms, Instagram polls, open forums and meetings with the Class Representative Committee, students were encouraged to express their views on school issues and SU initiatives. The feedback collected was analysed and presented to the school management, with constructive suggestions made on areas such as cafeteria snacks and pre-examination arrangements.

The SU also worked closely with clubs, societies and student leaders to foster collaboration and participation. The First General Meeting with Clubs and Societies provided a platform for student leaders to exchange ideas, while the Joint-Club Recruitment of Members encouraged students to explore their interests. The Inter-class Display Board Decoration Competition further promoted class spirit, creativity and teamwork.

A number of events were held to showcase student talents and encourage self-expression. Talent Quest, held in two heats and a final, provided students with a platform to demonstrate their abilities in music, dance and other performing arts. The busking event created a relaxed lunchtime setting for

students to perform and share their creativity with schoolmates. The Student Post also allowed students to share their writing, artwork, achievements and reflections on school life.

To support students' academic planning and personal development, the SU organised ExperTips alumni sharing sessions on DSE, IB, university applications and career pathways. A separate IB/DSE sharing session for Form 3 students also helped junior students make more informed decisions on subject selection, while fostering mentorship between senior and junior students.

The SU organised several activities to strengthen bonds within and beyond the school community. The Walkathon encouraged students, teachers and alumni to connect through class competitions and checkpoint tasks. The Joint-school Annual Ball provided opportunities for students to build inter-school friendships. Farewell activities were also prepared for Form 6 DSE and IB students, offering graduates a warm and memorable send-off.

In May, the SU organised the Teacher-Student Sports Tournament and St. Paul's Kitchen, both of which strengthened relationships between teachers and students through sports, teamwork and creativity. At the end of the academic year, the SU hosted the highly anticipated Games Day, featuring club booths, prizes, the Talent Quest Finals and the Green Fashion Show. These events brought the year to a joyful conclusion, celebrating creativity, environmental awareness and school spirit.

Emphasising leadership, service and community, the Student Union enriched school life by creating memorable experiences and encouraging students to cherish every present moment at SPCC.

Achievements of Students

Public Examination Results

Our Form 6 students achieved excellent results in their public examinations. These results reflected our students' passion for learning, perseverance and the strive for self-actualisation. Our best achievers in the Hong Kong Diploma of Secondary Education (HKDSE) Examination included five perfect scorers attaining level 5** in all three core subjects and "Attained" in Citizenship and Social Development (C.S.), and three elective subjects. Three of them also attained level 5** in the Mathematics extended module. Two other students attained level 5** in five of their subjects and "Attained" in C.S. A total of 16 students attained level 5** in four or more of their subjects.

92.9% of our students have qualified for JUPAS degree course.

As for the International Baccalaureate Diploma Programme (IBDP) Examination, the average score of our 2026 cohort is 43. Of our sixty-one students, seven achieved a score of 45, which is full score. Twenty-one students achieved a score of 44 and seventeen achieved a score of 43.

HKDSE

No. of students: 98

Overall Performance		
No. of 5** (per student)		137 (1.40)
No. of 5 or above (per student)		409 (4.17)
Level 5** in 5 or more subjects		7.1%
Level 5 or above in 5 or more subjects		58.2%
Qualified for JUPAS degree course		92.9%
Subject Performance		
Level 5 or above in	English Language	91.8%
	Chinese Language	45.0%
	Mathematics	71.4%
“Attained” in	Citizenship and Social Development	100%

IBDP

No. of students: 61

	SPCC	Worldwide*
Points Score		
45	11.5%	Not available ^
44 or above	45.9%	Not available ^
43 or above	73.8%	Not available ^
40 or above	93.4%	9.8%
Average Score	43.0	30.6

* Source: IBO, IBDP Statistical Bulletin (May 2025)

^ Starting from the May 2023 assessment session for the Diploma Programme (DP) and Career-related Programme (CP), the data on the number of students achieving 45 points will no longer be included in the statistical bulletin. Additionally, the results will be presented based on the proportion of points falling within each band of 5.

Student Exit

Form 6 HKDSE & IBDP (98+61)

Local Universities/Tertiary Institutions	121
U.S.A.	7
U.K.	23
Australia	3
France	2
Others	3

University Offers

Our Form 6 graduates have been offered places at top local and overseas universities.

Local Universities:

F6 (HKDSE)

96 students applied through the JUPAS system and received the following offers.

Percentage of offers from	
The University of Hong Kong	47.8%
The Chinese University of Hong Kong	19.3%
The Hong Kong University of Science & Technology	17.0%
Other local universities	15.9%

F6 (IBDP)

61 students applied to individual universities and received the following offers.

Number of offers from	
The University of Hong Kong	40
The Chinese University of Hong Kong	29
The Hong Kong University of Science & Technology	51

Overseas Universities:

USA:

Boston University	University of Michigan
Berklee College of Music	University of Pittsburgh
Cornell University	University of Washington
Dartmouth College	University of Wisconsin-Madison
Duke University (2)	UC Berkeley (2)
Johns Hopkins University	UCLA
Northeastern University (3)	UC San Diego (2)
University of Chicago	UC Davis (3)

UK:

Cardiff University	University of Bristol
Durham University (11)	University of Cambridge (4)
Glasgow School of Art	University of Edinburgh (18)
Goldsmiths, University of London	University of Exeter
Imperial College London (17)	University of Glasgow
King's College London (32)	University of Leeds
Lancaster University	University of Manchester (12)
London School of Economics (LSE) (12)	University of Nottingham
Queen Mary University of London (2)	University of Oxford (1)
Royal Veterinary College (4)	University of Sheffield
Royal Welsh College of Music and Drama	University of Southampton
University College London (UCL) (43)	University of Surrey
University of Arts London	University of St Andrews (3)
University of Bath	University of Warwick (9)
University of Birmingham	

Canada:

McGill University
 University of British Columbia (4)
 University of Toronto (9)
 Western University
 University of Waterloo

Australia:

Adelaide University
 University of Melbourne
 University of Queensland

Others / Dual Degree / Triple Degree

Sciences Po (France)
 UCL – Sciences Po
 University of Hong Kong- Peking University
 (Law)
 Duke – Kunshan University

Academic Scholarships and Awards

- Cambridge Trust Undergraduate Scholarship (University of Cambridge | Natural Sciences)
- University of British Columbia – Outstanding International Student Award (2)
- Newcastle University, Vice-Chancellor’s International Scholarship (2)
- Hong Kong Scholarship for Excellence Scheme (3 students)
- Hong Kong Schools Alumni Federation Scholarship (1 student)
- Hong Kong Jockey Club Chairman’s Scholarship (2 students)
- Sir Edward Youde Memorial Medals (1 student)
- Sir Edward Youde Memorial prizes for Senior Secondary Students (2 students)
- AmCham Charitable Foundation Frank Martin Prize Book Award (1 student)
- Brown University Book Award (1 student)
- Harvard Book Prizes (3 students)
- Princeton Club of Hong Kong Book Award (1 student)

Achievements in Extra-curricular Activities

It was most gratifying to see many of our students winning awards and excelling in various inter-school competitions. We wish to congratulate the winners as well as all who have participated in and provided support for these competitions. The trophies and recognition reflect the high morale among our students, the commitment of teachers and participants, and the generous funding from the College. For a list of student achievements, please refer to *Achievers 2025 - 26*.

Fostering Excellence, Well-being, and Synergy

In alignment with the College’s major concerns, a series of staff development initiatives were conducted throughout the academic year to enhance professional growth and foster collegiality.

On 6 October 2025, representatives from St. James' Settlement delivered an informative briefing on the Mandatory Reporting of Child Abuse Ordinance. The session concluded with therapeutic wellness activities designed to promote teacher positivity and mental health.

Continuing a cherished school tradition, our staff gathered at St. Paul's Church on 2 January 2026 for a joint retreat presided over by the Revd Dr Lam Chun Wai. Mr Wong Yan-Lung, former Secretary for Justice, delivered a compelling speech about the importance of faith and mental health.

Our staff visited Go Park on 30 January 2026 to participate in recreational sports, including golf, pickleball, and padel. It was followed by an educational tour of Sham Chung, a restored Hakka village of significant historical and ecological value.

During the Easter break, the management team visited several leading high schools and the University of Hong Kong's educational centre in Shanghai, gaining valuable insights into regional technological advancements and fostering cross-border academic exchange.

Supported by the Parent-Teacher Association, Dr Leung Wing-tai, President of Lumina College, delivered a presentation on 9 May 2026 on the educational impacts of artificial intelligence and the evolving role of youth in a digital world.

In mid-May, our staff joined fellow Sheng Kung Hui schools at the Hong Kong Convention and Exhibition Centre for a conference themed *Wellness for All*. The event featured a panel discussion with Dr Lam Ching-choi, Dr Sylvia Chen Chia-lu, and Archbishop Andrew Chan. Notably, three colleagues received the Long Service Award for their dedicated service to the school.

Continuous professional development remains vital to promoting synergy and educational quality. The College remains committed to providing enriching opportunities that empower our educators in an evolving academic landscape.

Involvement of Parents and Alumni

Parents have always played an indispensable role in the holistic education for children. We are pleased to see staunch support from our parents again this year. A range of activities was organised by the Parent-Teacher Association during the year. Please refer to **Table 2** for details.

Our wholehearted gratitude goes to our alumni for their enthusiastic support and contribution to the development of the College. The Alumni Association has been growing from strength to strength, helping to foster the bonding among our graduates over the decades. Please refer to **Table 3** for a summary of their activities last year.

Donations to Charitable Causes and Fund-raising Campaign

Being a Christian school, we have always attached great importance to being caring. We have collected a total amount of \$10,379.3 during the Advent collection on 17 December 2025 and \$7,685 during the Lenten collection on 18 March 2026.

The annual walkathon organised by The Council of St. Paul's Co-educational College Charitable Trust was held on 9 November 2025. A total of \$2.09 million was raised, including proceeds from the polo shirt sales. (Sponsorship: \$1.77 million, Polo Shirts: \$0.32 million.)

Appreciation

As we celebrate the 111th anniversary of St. Paul's Co-educational College this year, we reflect on a proud legacy of academic excellence and intellectual growth. Over the years, tens of thousands of students have walked through the doors of our historic red-brick campus to pursue their dreams. Supporting them at every turn are our dedicated colleagues, who form the backbone of our community. Our educational vision would remain out of reach without their commitment, capability, and professionalism, and we take great pride in their tireless efforts to uphold the highest standards of education.

We remain deeply grateful for the enduring support of our stakeholders, who continue to shape and enrich our community. In particular, I wish to extend my heartfelt thanks to our Council Chairman, Dr Moses Cheng; Supervisor Emeritus and Advisor, Dr Michael Mak; and Supervisor, Dr Chien Lee, for their visionary leadership and steadfast trust. Our sincere thanks also go to our parents, alumni, and the Education Bureau for their constant support and guidance. Together, these partnerships have laid a powerful foundation for the College's ongoing development and success.

Table 1: Extra-Curricular Activities

	<u>Name of Club</u>	<u>Activities in 2025-2026</u>
A.	Subject-Related Clubs / Societies	
	English Society	Literary Magazine, <i>Are You Smarter Than a Fifth Grader?</i> , Poetry and Art Competition, Christmas Fair, Valentine's Day Fair, F.1 Mentorship Program, IDEALS Debating Tournament, F1-2 Public Speaking Competition, F4 IB English Sharing, Instagram Monthly Posts, and Games Day
	English Debating Team	Internal Training, Public Speaking Training, Inter-school Friendly Debates Competitions: Hong Kong Secondary Schools' Debating Competition, Senior Schools Debating Championship, SJC English Debating Invitational, Asia Online Debating Championship Junior, Sing Tao Inter-School Debating Competition, Hong Kong WIDPSC Trials, Hong Kong WSDC Trials, Oxford Schools' Debating Competition, International Parliamentary Debating Competition, HKIS Inter-school Forensics Tournament, Junior Schools Debating Championship, Elite Cup: Hong Kong Secondary School British Parliamentary Debate Championship, Junior Individuals' Public Speaking Championship, and SPARK WSDC Junior
	Chinese Society	壁報、會刊、皇宮狼人殺(與中史學會合辦)、文學分享會、DSE/IB 分享會、新春慶祝活動、利是封回收活動 (與環保學會合辦)、元宵慶祝活動、徵文活動、辯論比賽(與辯論隊合辦)、IG 貼文發布及遊戲日
	Putonghua Group	即席文章朗讀、廣告配音比賽、二人相聲比賽、繞口令比賽、普通話時事問答、新聞報導比賽及普通話歌唱比賽
	Chinese Debating Team	隊內恆常訓練、辯論工作坊、友誼辯論賽、校內班際辯論比賽(與中文學會合辦)、IG 貼文發布 學界公開比賽：全港中學學界辯論比賽、星島全港校際辯論比賽、香港學界模擬辯護及模擬法庭比賽、聯校中文辯論比賽、學思盃辯論賽、大律師公會辯論賽等等。
	Chinese History Society	壁報、皇宮狼人殺(與中文學會合辦)、中國歷史問答比賽、情人節攤位、徵文比賽、會刊、IG 貼文發布及遊戲日
	Mathematics Club	Board Display, SPCC × SPC Mathematics Newsletter, IA Sharing, Math Olympiad Sharing, Math Calculator Workshop, M1/M2 Sharing, Inter-class Competition, Mathematical Modelling Workshop, MAA/MAI Sharing, Pi Day, STEM Week, Exam Skills Workshop, and Games Day

Economics Society	Board Display, Treasure Hunt Event, Logo Design Competition, F.3 Revision Notes, Publication of Humanities Newsletter, F.3 DSE/IB Subject Sharing, Instagram Updates, Christmas Fair, Valentine's Day Fair, and Games Day
Geography-History Society	Board Display, Publication of Geography-History Newsletters (co-organised with the Chemistry Club), Instagram Updates, Mosaic Tile Workshop (co-organised with the Art Club), F.1 to F.3 Geography-History Challenge, F.1 and F.2 Revision Notes Sharing, F.3 Subject Sharing, Museum Visit – Hong Kong Maritime Museum, Movie Sharing, World Football Quiz (co-organised with the Football Club), Junior Form Map-Reading Workshop, GeoGuessr Month, Geography-History Week, and Games Day
Citizenship and Social Development Society	F.1 and F.3 Inter-class News Trivia (co-organised with the Chinese History Society), 5-min Newsletter Publication, Board Displays (National Day, Constitution Day, National Security Education Day, May Fourth Youth Day), Assembly Presentations (September 18 Incident Memorial Day, Constitution Day, National Security Education Day, May Fourth Youth Day), Emails and Assembly Introductions on International Days (co-organised with the Round Square Student Committee), NSpeed Promotional Truck, and Games Day
Junior Science Club	Board Display, Electroplating Workshop, Rubber Band Car Workshop, Dissection Workshop (co-organised with the Biology Club), Telescope Workshop (co-organised with the Physics Club and Astronomy Club), Inter-class Science Competition, Exam Tips Workshop, Instagram Fun Facts, and Games Day
Biology Club	Board Display, Publications of Bulletin, Exam Tips and Notes Sharing, Inter-class Science Competitions (co-organised with the Chemistry Club), F.3 Subject Sharing (co-organised with the Physics Club and Chemistry Club), Earthworm Observation (co-organised with the Junior Science Club in STEM Week), and Games Day
Chemistry Club	Board Display, Chemistry Club Logo Re-design Competition, Borax Crystal Candy Cane Workshop, Newsletter (co-organised with the Geography-History Society), Chemistry Detective Game, Chemistry Seminar, Chromatography Flower Experiment Workshop, F.3- F.4 Biochemistry Pub Trivia (co-organised with the Biology Club), IB Chemistry Higher Level and Standard Level Sharing Session, STEM Week Experiment Workshops (Golden Rain and Iodine Clock), and Games Day
Physics Club	Board Display, Mini-lecture by CUHK, Exam Notes Sharing, F.3 Subject Sharing, Experimental Workshops (Telescope Making and Water Rocket), STEM Week (Air Vortex Cannon and Electromagnetic Train), Publication of Magazines, and Games Day (<i>Brain It On!</i> and Can Stacking Game)
Computer Club	Board Display, Supplementary Notes, Inter-class Typing Competition, SPCC Kickstart, Digital Art Contest (co-organised

		with the Art Club), Tetris Championship, AI Chatbot Coding Workshop, Instagram Updates, and Games Day
	Art Club	Board Display, Book Lantern Workshop, Mosaic Making, Christmas Card Design, Mirror Painting Workshop, Chromatography Flower Workshop (co-organised with the Chemistry Club), SU Christmas Fair, Classroom Display Board Decoration Competition, and Football-Themed Collage Workshop (co-organised with the Football Club)
	D&T Club	Board Display, Neon Light Workshop, Christmas Sale, Valentine's Day Fair, Pyrography Workshop, Leather Handicraft Workshop, and Games Day
B.	Interest and Service Groups	
	Astronomy Club	Board Display, Astronomy Quiz, Webinar, Movie Sharing, Valentine's Day Fair, Stargazing Camp, Nebula Jar Workshop, Photography Competition, Escape Room, Instagram Updates, and Games Day
	Chess Club	Board Display, Monthly Chess Puzzles, Chess Workshops, Joint-School Chess Workshop, The International Chess Tournament, and Games Day
	Christian Fellowship	Regular Gatherings, Prayer Meetings, Gospel Week, Love Action, Healing Service, Live Music Worship, Michaelmas Fair, Community Service Visit, Farewell Assembly for F.6 Graduates, Alpha Course, Board Display, Video Production, and Games Day
	Community Service Group	Board Display, Instagram Updates, 青少年義工《證書》訓練計劃一義導空間, Ebenezer School Service, Michaelmas Fair, UNICEF Young Envoys, 賽馬會眾心行善—香港學校義工節 2025, 愛心行動獎, Orbis Student Ambassadors Campaign, CSG Day, Kiwanis Community Service Award, Book Exchange and Donation (co-organised with the Library), Round Square Day, Joint-school Elderly Home Visits, VNET Certificates, Self-Organised Group Service, and Flag Selling Service
	Drama Club	Board Display, Hong Kong School Drama Festival, Dubbing Competition, Physical Games Workshop, Chinese Drama Competition (co-organised with the Chinese Society), Instagram Updates, and Games Day
	Environmental Protection Club	Board Display, Student Environmental Protection Ambassador (SEPA) Scheme, Instagram Updates, Games Day, Green School Campaign – Green Christmas Fair, PTA Green Uniform Scheme, Green Fashion Show (co-organised with the Student Union), Green Sports Day, Green Swimming Gala, Red Packet Collection (co-organised with the Chinese Society), Lights-Off Lunch, Eco-Fruity Week (co-organised with the Health Education Club), and Recycling Promotion
	Health Education Club	Board Display, Weekly Fun Fact Sharing and Reels on Instagram, Eco-Fruity Week (co-organised with the Environmental Protection Club), First-Aid Skills Workshop (co-organised with the St. Paul's Ambulance Cadet Division), and Games Day

	Model United Nations Club	Internal Training, Round Square X MUN Open Day Game Booths, and Games Day External Conferences: Nord Anglia International School Model United Nations, Discovery College Model United Nations, St. Paul's Co-educational College Model United Nations, and Hong Kong Model United Nations
	Network 33	Training, Filming Service for School Functions and Club Activities, Morning Assembly Broadcast, and Programme Production
	Photography Society	Training Day, Photo-taking Service for School Functions, Board Decoration, Walkathon Photo-taking Competition (co-organised with the Student Union), Photography Tour (co-organised with Diocesan Boys' School), Creative Photography Experiments (held on Games Day), Photos of the Month, and 110th Anniversary Photography Competition Series (co-organised with Librarians, Environmental Protection Club, and Christian Fellowship)
	Stage Management Society	Member Training in Technical Knowledge and Operational Skills, Serving Morning Assemblies, Supporting Student Activities (Student Union, Network 33, Drama Club, etc.), and Supporting School Functions (including Speech Day, Summer Concert, etc.)
	Badminton Club	Board Display, Monthly Instagram Posts, Inter-class Competitions, Teacher-Student Match, and Games Day
	Basketball Club	Board Display, Instagram Posts, Inter-class Competitions, Streetball Match, Teacher-Student Match, and Games Day
	Football Club	Board Display, Inter-class Competitions, Female League Football Competition, Instagram Posts, and Games Day
	Table Tennis Club	Board Display, Inter-class Competitions, Teacher-Student Competition, and Games Day
C.	Uniform Groups	
	Scouts	Flag-Raising Training, Regular Meetings, Knotting, Hiking, Services for Walkathon, Sports Day, and Swimming Gala, First-Aid Workshop, Orienteering Competition, Cryptography Training and Competition, Field Trip, Camping, Badge Examination, Inter-Patrol Competition, and Games Day
	Girl Guides	Flag-Raising Training, Regular Meetings, Foot Drill Training, Knotting, Orienteering, Cooking, Community Services, Services for Walkathon, Speech Day, Sports Day, and Swimming Gala, Badge Assessment, Outings, Camping, and Games Day

	St. John Ambulance Brigade St. Paul's Ambulance Cadet Division	Flag-Raising Training, Services for Walkathon, Sports Day, and Swimming Gala, Foot Drill Training, Regular Meetings, Recruit Training, and Games Day
	St. Paul's Nursing Cadet Division	Flag-Raising Training, Services for Walkathon, Sports Day, and Swimming Gala, First-Aid Workshop (co-organised with the Health Education Club), Foot Drill Training, Regular Meetings, Recruit Training, and Games Day

**Table 2: 第二十六屆聖保羅男女中學家長教師會
會務簡報 (2025 — 2026 年度)**

2025 年

日期	活動 / 項目
10 月 10-11 日	110 周年校慶開放日
10 月 18 日	第二十六屆週年會員大會暨委員選舉大會
10 月 18 日	2025-2026 年度第一次會議
2025 年 10 月 20 日至 2026 年 5 月 22 日	家長讀書會 (每月一次, 共 6 次)
11 月 9 日	參與學校步行籌款
11 月 14 日	與學生會代表會面交流
2025 年 11 月 14 日至 2026 年 2 月 6 日	啟發青少年親子教育課程
12 月 4 日	2025-2026 年度第二次會議
12 月 20 日	班代表簡介會及迎新會員聚會
12 月 16 日	校董晚宴 (Speech Day 後舉行)

2026 年

日期	活動 / 項目
1 月 15-16 日	學生書展 / 綠色校服
1 月 24 日	香港專業航空協會 - 親子工作坊
1 月 31 日	親子旅行
2 月 12 日	2025-2026 年度第三次會議
3 月 7 日	本地大學升學及行業講座
3 月 13 日至 5 月	啟發課程 (共十節)
4 月 16 日	2025-2026 年度第四次會議
5 月 9 日	中小學聯校講座
6 月 12 日	2025-2026 年度第五次會議

日期	活動 / 項目
6 月 12 日	家長義工聯誼聚餐
6 月 20 日	福音分享會暨啟發重聚日
6 月 27 日	海外大學升學申請工作坊
6 月 29 日	頒發家教會周年獎項
7 月 8 日	出版第 51 期會訊
8 月 29 日	中一家長迎新日
9 月 21 日	2025-2026 年度第六次會議
10 月 10 日	第二十七屆週年會員大會暨委員選舉大會

**Table 3: Alumni Association
List of Activities**

2025

Date	Activities
20 September	Community Service – Ceramic and Leather Pocket Workshop at SAHK
11-12 October	SPCC 110 th Anniversary Open Days
13 October	Alumni Choir Concert “Hope and Dream”
20 October	Mentor Program - Kick-Off Ceremony and Career Days
29 October	Annual Dinner 2025 ‘Future Odyssey’
8 November to 7 March	中國書法研習坊：書法研習坊 (五) 書法進階班 (五)
9 November	2025/2026 Walkathon
16 November	Sailing Team at RHKYC Alma Mater Race
22-23 November	The 10 th Hong Kong Masters Athletics Championships
2 December	Legal Chapter Dinner
7 December	7 th Lockton Fearless Dragon Trail Run 2025 with SAHK (與香港耀能協會石圍角家長資源中心學員配對參加第七屆諾德猛龍越野跑 2025)
9 December	Community Service Group – Online Health Talk 《青少年及成人的皮膚護理》
18 December	Carol Service 2025
December 2025 to June 2026	Alumni Basketball League Season 10

2026

Date	Activities
11 January	TWGHs “iRun” The Hong Kong Jockey Club Special Marathon 2026 (teamed up with SAHK) 東華三院「奔向共融」— 香港賽馬會特殊馬拉松 2026
24 January	Finance Chapter – Alumni Career Sharing: “Rise to the Top: Journeys from Mid-Level to C-Level” + Networking Session
7 February	SPCC Alumni Homecoming Day
7-8 February	SPCC 110 th Anniversary Open Days at SPCC Primary School
14 March	Pickleball Social Event
22 March until September	Dragon Boat Team 2026 Training
28 March	Spring Dinner
April to Dec	參與第十五屆聯校舊生籃球邀請賽（壯年組）
11 April to 4 July	中國書法研習坊：書法研習坊 (六) 書法進階班 (六)
17 April	Mentor Programme – College Fair 2025

19 April	Community Service – Visit to Hong Kong-Shenzhen Innovation and Technology Park & The STEP
25 April	Mentor Programme – Interview Skills Workshop
29 April	Alumni Choir 45 th Anniversary Concert -Voices Through Generations: Heritage
7 May	Spring Happy Hour Drinks
21 May	Legal Chapter Drinks
23 May	Dragon Boat Team at Stanley Dragon Boat Warm Up Races
27 May	SPCCAA Pickleball Social Event
7 June	Community Service – Visit to Hong Kong Palace Museum
9 June	Entrepreneurs Chapter's TechFest for Everyone
13 June	Alumni Basketball League Tournament
23 June	Summer Gathering
24 June	Mentor Programme – Closing Ceremony
27-28 June	Dragon Boat Team at Sun Life Hong Kong International Dragon Boat Races
4 July	Mentor Programme – Briefing for F.4 students and Careers Introduction
8 July	Alumni Choir performed at the 110 th Anniversary Homecoming Concert
11 July to 7 November	中國書法研習坊：書法研習坊 (七) 書法進階班 (七)
12 July	Dragon Boat Team at Tseung Kwan O Dragon Boat Race
14 July	Finance Chapter – Networking Drinks & Alumni Sharing - Asset Management: Investing Through Generations
13 August	Summer Happy Hour Drinks
27 August	Entrepreneurs Chapter Dinner

ST. PAUL'S CO-EDUCATIONAL COLLEGE
AUDITED FINANCIAL SUMMARY FOR THE 2024/25 SCHOOL YEAR

	Government Funds	Non-Government Funds
INCOME (in terms of percentages of the annual overall income)		
DSS Subsidy (including government grants not subsumed in the DSS unit rate payable to schools)	50.3%	N.A.
School Fees	N.A.	46.0%
Donations, if any	N.A.	1.5%
Other Income, if any	1.2%	1.0%
Total	51.5%	48.5%
EXPENDITURE (in terms of percentages of the annual overall expenditure)		
Staff Remuneration	72.6%	
Operational Expenses (including those for Learning and Teaching)	13.3%	
Fee Remission / Scholarship ¹	6.5%	
Repairs and Maintenance	5.7%	
Depreciation	1.9%	
Total	100.0%	
(Surplus) for the School Year [#]	0.03 month of the annual expenditure	
Accumulated Surplus in the Operating Reserve at the End of the School Year [#]	3.4 months of the annual expenditure	
[#] in terms of equivalent months of annual overall expenditure		

¹ The % of expenditure on fee remission/scholarship is calculated on the basis of the **annual overall expenditure** of the school. This % is different from that of the fee remission/scholarship provision calculated on the basis of the **school fee income** as required by the Education Bureau, which must be no less than 10%.

It is confirmed that our school has set aside sufficient provision for the fee remission/scholarship scheme according to Education Bureau's requirements.