



School Report

2024-2025

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(1) Our School

About Our School

Our school is a grammar secondary school under the Catholic Diocese of Hong Kong. Founded in 1987, it is government-funded and supports co-education.

In its early years, the school operated by borrowing classrooms from other schools and offered only Form 1. In September 1988, it moved to its current location at Kin Sang Estate in Tuen Mun, where Form 4 was added. From 1992 to 2012, the school offered matriculation classes.

Starting from the 2022-2023 school year, in accordance with the Education Bureau's third-phase language policy, each junior secondary level admits 99 students to the classes with English as the medium of instructions for all subjects, while the remaining students are arranged in a class with English as the medium of instructions in core subjects.

The school has a principal and a total of 63 teachers, with a student population of 726.

Our Vision

The school nurtures students with the five Catholic core values, Truth, Justice, Love, Life and Family. With the values, students are groomed into individuals of integrity with a fulfilled life, family and truth under Jesus's teachings on love and justice. Students work positively towards their life and contribute to the community under the guidance of our school mottos, Truth, Modesty, Constancy and Sincerity so as to achieve whole person development.

Our Mission

1. With the guidance of the Catholic Education, we aim at helping students embrace Jesus's teachings on love and justice and grooming students into individuals of integrity with moral, ethical and religious values.
2. We nurture students with compassion in serving the community and courage in meeting the challenge of life and enthusiasm in making contributions to our society and country.

Our School Management

Incorporated Management Committee

The Chairman of the Incorporated Management Committee is the School Supervisor. The Committee consists of eight school managers appointed by the Catholic Diocese of Hong Kong, including one independent manager, two parent managers, two teacher managers, and one alumni manager.

Our teaching team

1 Teacher capacity

There are 62 teachers including the principal and 1 NET teacher.

2 Education Qualification

Qualification	No. of teachers	Proportion
Doctoral Degree	1	1.6%
Master Degree	25	39.7%
Bachelor Degree	63	100%

3 Teacher Training

Teacher Training	No. of teachers	Proportion
Attained	53	84.1%

4 Benchmark standard for English and Putonghua teachers

Language teachers	Proportion
English Language	100%
Putonghua	100%

5 Teaching experience

Years	No. of teachers	Proportion
0 – 4 years	25	39.7%
5 – 9 years	10	15.9%
10 years or above	28	44.4%

Our students

1 Class structure

Level	F.1	F.2	F.3	F.4	F.5	F.6
Total: 24 classes	4	4	4	4	4	4

2 No. of students

Students	F.1	F.2	F.3	F.4	F.5	F.6
Total: 719	130	131	127	120	111	100

3 Student Attendance

Attendance Rate	F.1	F.2	F.3	F.4	F.5	F.6
96.5%	96.9%	95.1%	97.9%	97.6%	95.6%	94.9%

4 Early school leavers

Early school leavers	F.1	F.2	F.3	F.4	F.5	F.6
Total: 11 Proportion: 1.5%	3	2	2	1	3	0

Reasons for leaving school	No. of students
Relocation / getting promoted to other institutions	6
Overseas studies	4
Immigration	0
Employed	1
Others	1

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

Major Concern 1: To boost students' learning confidence for achieving academic excellence

Target 1.1: To develop students as confident learners

Achievements
In Major Concern 1, referring to developing students as a confident learner, the figures in student self-perception in learning of Chinese Language, English Language and Mathematics (Q-value = 89, 106, 92) show a slightly descending trend when compared with the figure from the previous year (Q-value = 115, 114, 105) respectively. Another figure is about homework and assignments. The average figure (Q-value = 105) is similar to the figure in the previous year (Q-value = 106). Students responded more positively when being asked about teachers' support (Q-value from 90 to 94). In the assignment inspection reports, teachers explicitly explain their strategies in teaching learners with greater diversities. The practice is echoed with the figure especially from senior form students when preparing for the public exam and students can show more confidence with teachers' support.
Reflection
The effect of enhancing English proficiency in learning subject knowledge is not measured in APASO but subject panels work collaboratively with Language across Curriculum Team for developing materials in F.1 Language across Curriculum lessons. In the mid-term report from Hong Kong University Research Team, our classroom interaction in the target language is satisfactory and the assistance to needy students is effective. The bridging and graded tasks are provided. With the help of the support network on PSHE subjects run by Hong Kong University, subject panels of History, Geography, Reading and English Language started reviewing the learning materials in the second term. In the evaluation meeting with PSHE subject panels, improvements on learning subject specific vocabulary items are seen. Referring to class observation reports, teachers and students are more familiar with working and learning in groups and students get used to present ideas to the whole class.
Feedback and Follow-up
In the next academic year, we have to go further on the side of language across curriculum by using adapted materials and IT tools such as Quizlet. As the initial stage of cooperative learning and differentiated worksheets has been formed, we should allow teachers from different subjects to learn together. Peer classroom observation across subjects will be implemented. The bridging programme should be reviewed as a balance between STEAM and core subject knowledge is important in the bridging programme in August. The support given to remedial students should be strengthened especially in the summer and the first term in the academic and mental areas. Therefore, the tight cooperation between Learning and Teaching Committee and Student Formation Committee should be strengthened while the close connection has been established well throughout the recent years. The approach of learning in groups and the enhancement of classroom interactions should be further encouraged to meet the general requirements. More attention should be given to Secondary 1 students.

Target 1.2: To equip students with skills and discipline for academic excellence

Achievements
The use of reading to broaden their subject knowledge has been obviously improved (Q-value from 95 to 102). The reading policies suggested by different subject panels are effective. In the reading lessons from Secondary 1 to Secondary 3 and Language across Curriculum in Secondary 1, students practise the IT skills and language skills as well as a range of generic skills e.g. problem solving and communication skills. The more flexible teaching approaches and course work can successfully engage students. In terms of discipline for academic excellence, we may refer to the intrinsic learning motivation (Q-value = 108 when compared to Q-value 104 in last year. Even the figure is encouraging. We also observed the development of students in learning with a particular aspect through gifted programmes. There are 93 gifted students eligible for attending classes run by HKAGE. The number is around one out of 8 students in our student population.
Reflection
Cross-curricular learning projects should be more highly encouraged, in order to allow students to practise the generic skills. The success in adopting IT skills in learning is attributed by BYOD scheme while tools, resources and readiness among students are available. The figure in reading is satisfactory and we can encourage more active readers. Reading Scheme team ran programme throughout the whole academic year and it could be a chance to guide students to read deeply. The use of generic skills is highly performed. The learning motivation comes from the resumption of classes for a few years as well as the interactive learning modes. It is also an insight to teachers on continuing motivating students with more interactive learning modes. The physical setting of the classroom encourages this form of learning mode with the aid of smart blackboard.
Feedback and Follow-up
IT Team and subject panels can explore the use of AI for assisting learning. Some AI-embedded tools should be practiced by students. With the help of the grant for Putonghua and English Language, some self-learning platforms will be adopted. We have a good culture of sharing our knowledge in teaching. The same practice can be done as usual with AI-assisted learning as a hub.

Major Concern 2: Cultivate the gratefulness atmosphere through value education and service learning

Target 2.1: To strengthen the thanksgiving ambience so that students will take good care of themselves and be appreciative to family, the community and country

Achievements
The thanksgiving ambience has a satisfactory progress. Various activities were carried out in different teams and programmes to strengthen the atmosphere as planned. For example, messages of thankfulness were shared not only in the morning assembly but also in different events to alert students to appreciate the effort others put to accomplish different programmes. Students have written more thanksgiving cards to teachers to show their appreciation. School with thanksgiving ambience will create a positive effect to the school atmosphere and students will feel the happy ambience. This was shown. Some of the Q-score of the APASO items are higher than the average which reflects the success e.g. The items of Affect on positive affect and no negative Affect both score 102. For the item of School Atmosphere (belongingness) scores 104 and the item of Satisfaction (school) scores 106. Diversified programmes in civic education and national security education has resulted in desirable achievements. The high Q-value in the APASO of appreciative attitude towards the country is top related to National Identity (responsibility, obligations, proud, love, national flag, anthem and achievements).
Reflection
The thanksgiving atmosphere has a good start but much more have to be done. There were some contradictory findings in APASO. The Q-value of School Atmosphere (Belongingness) is 104 but the item of School Atmosphere (Not lonely) is 94. It seems that some students feel lonely although staying with the crowd. Class formation should be focused this year so as to help students to build a stronger bonding with others. Secondary school students are in the stage of seeking their identity and the acceptance of the others. Their emotions are fragile. In the item of Affect (No anxiety, depressive symptoms), the Q-value is 90 which means quite a lot has to be done in the coming year. The low score is also reflected in the cases of mental health. Among all the categories of the special education needs, mental health has the highest increase. In the past, most cases fell on senior form due to the stress from the public exam. However, in recent years, more junior form students have been diagnosed with mental health problems.
Feedback and Follow-up
In the coming year, the practice on thanksgiving will continue and there will be focus on how students to take care of themselves and to build a stronger bonding within the class. Mental health is also an issue to put emphasis on. More programmes at school hours will be developed to relieve the lonely feeling e.g lunch time programme. Class Formation is also a focus as a good peer relationship is always a strong safety net to students.

Target 2.2: To implement value education and service learning to inculcate Catholic five core values and twelve priority values and attitudes

Achievements
In this first year of the three-year development plan, we have made quite a desirable start in service learning. More volunteering programmes are introduced to students. The Q-value of the APASO though is still below the average scoring 95 in the item Volunteering Work Frequency but there is an increase compared with 89 in 23-24. For value education, the school has participated the Value Education programme from the Hong Kong Catholic Diocese. We have successfully to incorporate the five core values of the Catholic Education and the twelve priority values and attitudes and have created a 6-year value education framework for implementation. It is hoped that to nurture students systematically with all the values in their secondary school life. The Q-value on Morality (Importance) is desirable remained high, 113. In the stakeholders survey on student's view about the school, the item 'The school helps us develop good moral character inside and outside of the classroom' scored 3.7.
Reflection
Students were engaged in more volunteering work. Different teams especially Civic Education, Community Youth Club and Catholic Society organized various volunteering work for students to serve the needy, for example the elderly and the sick. We started in a small scale and the response was well-received. Service learning is more than volunteer work. We should incorporate the learning and syllabus into the volunteer work, so that students can make use of what they learn to serve the community. It is a similar situation in value education. As an initial stage, in 24-25, Value education should be incorporate into the syllabus of subjects, we have involved English and Integrated Science to try value education in lessons. The sharing of teachers reinforced the confidence to other teachers so that more subjects to be involved in delivering the values and attitudes to achieve a whole school approach.
Feedback and Follow-up
In light with the reflection, we plan to initiate the service learning in the coming year in F.2. We start at F.2 because they have get used to the school life and not so busy with their academic. We have joined a programme initiated by the Jockey Club, 'JC Volunteer Together' with a series of trainings to students and with the joint effort of teams like civic education and subjects like Religious and Moral Education to serve the elderly. For value education, the good practice of 24-25 will continue. At the same time, we will cooperate with Academic Committee again to involve more subjects in the implementation.

National Security Education

Achievements
It is successful. The effort of the school is proved by the high Q-score of the APASO in the all the items of the National Identity (Responsibility, Obligations, proud, love, national flag, anthem, and achievements). This year, we involved students in leading the singing of national anthem and the following sharing to enhance the national identity. The topics of sharing are in a wide spectrum from a book sharing to the reflection of a study tour. There were more study tours and our school liaised more sister schools to enhance the interflow of our students and the students in mainland.
Reflection
The well-planned activities bring out the good progress in national security education. Activities are refined and student involvement was enhanced. Parents as a key stakeholders were also invited to participate in activities. They are a very helpful.
Feedback and Follow-up
Staff has extended more involvement of students by organizing study tours or encouraging students to participated the activities. The regular activities and event will continue and will refine to enhance the result. In the coming year, we will participate in the National Games of China in November. 2025. It is a precious chance for students to open their horizon in such a large-scale sports event.

(3) Our Learning and Teaching

- The school's academic affairs are led by a Vice Principal who coordinates overall school operations and development in collaboration with the Vice Principal responsible for student development. Under the Vice Principal in charge of academic affairs, seven major teaching and learning-related teams are managed, including the Curriculum Development Team, Language across Curriculum Team, Reading Scheme Team, Technology and Gifted Education Team, and Remedial Learning Team, Career and Life Planning Team and CloudSAMS, Exam and Student Record Team. The Vice Principal oversees the coordination of various learning areas and subjects, with subject coordinators and learning area leaders collaborating on subject development.
- In recent years, the school has been actively promoting STEAM teaching and gifted education training at various levels. Within just a few years, over one hundred students have been awarded gifted student status. The school makes good use of the government's Diversified Learning Grant and the Quality Education Fund to implement different learning models, enabling students to better grasp technological knowledge and prepare for future challenges. STEAM regular curriculum was implemented first in Secondary 2 and will be implemented in Secondary in a cross-curricular collaboration.

- Since most students study other subjects in English, the school established the Language across Curriculum Team in 2011 to guide subject departments in developing subject-based English learning support. Together with the Reading Scheme Team and language departments, the team promotes junior secondary reading lessons. Through themed reading activities, students' strong interest in reading is nurtured. The school organizes annual large-scale book fairs and multiple author talks to encourage students to think critically and enrich their knowledge through reading.
- In recent years, the school has developed learning support for Non-Chinese speaking students. Various subjects, including Chinese Language and Chinese History, have designed adapted teaching materials and enrichment courses to meet their needs.
- Our school also puts emphasis on Personal, Social, Humanities Education with 7 subject panels working collaboratively on projects and the use of QEF-funded Humanities Room.

(4) Our Student Development

- The school's student development work is led by another Vice Principal, who coordinates overall school operations and development together with the Vice Principal responsible for student affairs and school administration. The Vice Principal of student development oversees various student-related teams, including the Career Guidance Team, Counseling Team, Discipline Team, Citizenship Education Team, Extracurricular Activities Team, Whole-person Development Team, Faith Formation Team, and Special Education Team.
- The school's senior secondary career planning curriculum has been established for many years. In response to university admission and employment trends, students are provided with a variety of learning opportunities throughout their secondary education, such as workplace visits, talks, alumni sharing sessions co-organized with the Alumni Association, and internships. Current students also experience the spirit of "Tuen Teen" heritage and the care of alumni for their alma mater.
- The school makes good use of the Whole-person Development Grant and other resources to offer students enriching campus life experiences that promote moral, intellectual, physical, social, and aesthetic development. Despite the challenges posed by the pandemic, students have won numerous awards in competitions organized by different organizations, enabling their holistic development without being affected by the pandemic.
- The school implements inclusive education by employing various learning support assistants and collaborating with professionals inside and outside the school to assist students with special needs.

- The school places great emphasis on value education by establishing a Values Education Team. Through annual thematic mottos, morning assemblies, form teachers, and various activities, Catholic core values and moral education are continually reinforced.
- The school organizes various activities to strengthen national education, such as flag-raising ceremonies, speeches under the national flag, participation in sister-school programs, Chinese Culture Day, and related visits.
- Actively collaborating with external organizations, the school secures additional resources to enrich and broaden students' learning experiences.

(5) Student Performance

‘Huaxiabei’ and Asia International Mathematical Olympiad Open Contest held by Hong Kong Mathematical Olympiad Association:

Class	Name	Award
1A	Tang Tat Hei	Second Prize (semi-final)
		Third Prize (final)
1D	Chung Sung Chad	Second Prize (semi-final)
		Second Prize (final)
		Silver Award (AIMO)
2A	Yung Chiron	Third Prize (semi-final)
		Third Prize (final)
2C	Zhang Ethan	Third Prize (semi-final)
		Second Prize (final)
2D	Xiao Zhang Zuming	Third Prize (semi-final)
		Silver Award (AIMO)
3D	Huang Ho Sen	First Prize (semi-final)
3D	Ng Chin Yin	First Prize (semi-final)

Hong Kong English Builder:

Class	Name	Award
1D	Lau Tsz Hin	The First Runner up

English Speech Festival organized by Hong Kong Schools Music and Speech Association, the awardees in Solo Verse Speaking include:

Class	Name	Award
4B	Lam Wang Yan	Secondary 4 Girls Certificate of Honours First Place
1B	Zhao Yu Wei	Secondary 1 Boys Certificate of Merit Second Place
2C	Ko Man Long Akira	Secondary 2 Boys Certificate of Merit Second Place
3C	Lam Hiu Tung	Secondary 3 Girls Certificate of Merit Second Place
3C	Fung Nga Wing	Secondary 3 Girls Certificate of Merit Third Place
3D	Huang Dana	Secondary 3 Girls Certificate of Merit Third Place
4A	Tsui Chun Kiu Jayden	Secondary 4 Boys Certificate of Merit Third Place

Outstanding performances in DAT and STEAM subjects. Those who got the awards are:

Class	Name	Award
5A	Yeung Nga Yan	HONG KONG LO PAN KWONG YUET TONG 少年魯班組別《優異獎》得獎者
5B	Xia Ying Ying	HONG KONG LO PAN KWONG YUET TONG 《少年魯班創意大獎》得獎者
3D	Chan Ka Hei	田宮迷你四驅車亞洲選拔賽(港澳選拔賽) 公開組 Hong Kong Inter-School Tamiya Mini 4WD – Holap Race
2A	Wong Chi Ho	Tamiya Mini 4WD Asian Challenge 2025 – Hong Kong Cup 2025

The Hong Kong University of Science and Technology (HKUST) Dual Program 2024:

Class	Name	Award
5A	Zhu Tsz Hin	Chemistry Level 1
5A	Li Ruibang	Life Science Level 1
4A	Chen Tsz Long	Mathematics Level 1
4A	Wong Ming Hoi	Engineering Level 1

Chinese competitions:

Class	Name	Award
5C	林慧玲	第四屆「金筆獎」中文硬筆書法比賽 / 全國高中組 優異獎
2A	姚姿羽	2024-2025 中國中學生作文大賽-文學之星 / 香港賽區 初中組銅獎 及 全國二等獎
3D	趙凱彤	星島第三屆全港華文雙語菁英問答比賽 / 冠軍
3D	胡漢林	星島第三屆全港華文雙語菁英問答比賽 / 冠軍
3D	黃浩宸	星島第三屆全港華文雙語菁英問答比賽 / 冠軍
3D	李品源	星島第三屆全港華文雙語菁英問答比賽 / 冠軍
3C	林曉彤	第七十六屆香港學校朗誦節(中文朗誦)詩詞獨誦—粵語中學三年級—女子組冠軍 及陳柱中盾獎
1C	李嘉禾	第七十六屆香港學校朗誦節(中文朗誦)詩詞獨誦—普通話中學一、二年級 —女子組季軍
2B	李雨萌	第七十六屆香港學校朗誦節(中文朗誦)詩詞獨誦—普通話中學一、二年級 —女子組季軍
1A	鄧達熙	第七十六屆香港學校朗誦節(中文朗誦)詩詞獨誦—粵語中學一年級—男子組亞軍
2C	高崑朗	第七十六屆香港學校朗誦節(中文朗誦)詩詞獨誦—粵語中學二年級—男子組季軍
3D	黃詩琦	第七十六屆香港學校朗誦節(中文朗誦)詩詞獨誦—普通話中學三、四年級—女子組亞軍
3B	盧奕帆	第七十六屆香港學校朗誦節(中文朗誦)詩詞獨誦—粵語中學三年級 —女子組季軍
2B	黃詩翹	HKYPA 香港青少年表演藝術交流發展協會：第二十屆 HKYPA 香港國際朗誦及公開演講大賽 2024 之第 76 屆校際朗誦節參加組別 (中學中一至中二女子組)普通話散文獨誦季軍及普通話散文獨誦表現卓越獎

HK Family Welfare Society Financial Education Centre 2025 Online Competition:

Class	Name	Award
3D	Yeung Wai Ching	Third in the Junior Session

Gifted Programmes:

Class	Name	Award
4B	Leung Tin Yan	Leadership Training Programme (HKAGE) 2024/25 《Silver Award》
3D	Ng Chun Yin	Distinction in The Hong Kong University of Science and Technology Enrichment Workshop for Gifted Learners - Mathematical Insights
4A	Li Yan Ting	The Chinese University of Hong Kong 2024 Winter Program for the Gifted & Talented (Applied Biochemistry II)

Religious Education Award:

Class	Name	Award
4D	Chung Yan Ching	Religious Education Award
5A	Wong Sum Yi	Religious Education Award

The Exemplary Student Award:

Class	Name	Award
3D	Hu Harry	The Exemplary Student Award (Junior)
4B	Leung Lai Ying	The Exemplary Student Award (Senior)

Tuen Mun District Youth Development and Civic Education Committee "Strive for Success 2024 - 2025" :

Class	Name	Award
4A	Li Ka Ching	"Strive for Success 2024 - 2025"
4B	Chan Tsz Ching	"Strive for Success 2024 - 2025"
4B	Lau Cho Kiu Trinity	"Strive for Success 2024 - 2025"

Junior Secondary Science Online Self-learning Scheme 2025

Class	Name	Award
2C	Zhang Ethan	Gold Award
2D	Chen Yifei	Gold Award
2D	Chow Tsz Ying	Gold Award
2D	Huang Yuzhe	Gold Award
2D	Chan Yat Long	Gold Award
2D	Hui Cheuk Yiu Ethan	Gold Award
2D	Li Pei Heng	Gold Award
3A	Xu Kai Wai	Gold Award
3C	Ng Sze Ying	Gold Award
3C	Wong Sum Yin	Gold Award
3C	Yip Sin Ying	Gold Award
3C	Zou Yixi	Gold Award
3C	Lee Ka Hin Ron	Gold Award
3C	Lu Ching Kiu	Gold Award
3C	Wu Chuen	Gold Award
3D	Ho Ping Nok	Gold Award
3D	Huang Dana	Gold Award
3D	Leung Tsz Lam	Gold Award
3D	Sun Hiu Laam	Gold Award
3D	Sung Cheuk Yu	Gold Award
3D	Wong Chi Man	Gold Award
3D	Wong Hei Ching	Gold Award
3D	Yeung Wai Ching	Gold Award
3D	Zhao Kaitong	Gold Award
3D	Chan Ka Ho	Gold Award
3D	Chan Ka Sum	Gold Award
3D	Chan Wang Hei	Gold Award
3D	Chen Guoliang	Gold Award
3D	Chen Zixuan Kevin	Gold Award
3D	Chung Ling Chun	Gold Award
3D	Hu Harry	Gold Award
3D	Huang Ho Sen	Gold Award
3D	Hui Chun Hei	Gold Award
3D	Hung Tak Hei	Gold Award
3D	Li Pin Yuan	Gold Award
3D	Lin Tsz Ching	Gold Award
3D	Ng Chun Yin	Gold Award
3D	Siu Yik Long	Gold Award
3D	Su Ka Ki	Gold Award
3D	Tsang Tin Ho Alvin	Gold Award
3D	Yiu Tsz Kiu	Gold Award

Certificate of Secondary School Level 2 Award are:

Class	Name	Award
4A	Chow Cheuk Lam	Certificate of Secondary School Level 2
4A	Leung Lai Ying	Certificate of Secondary School Level 2
4A	Li Hao Tong Holly	Certificate of Secondary School Level 2
4A	Li Ka Ching	Certificate of Secondary School Level 2
4A	Mak Wing Sze	Certificate of Secondary School Level 2
4B	Au Wing Sze	Certificate of Secondary School Level 2
4B	Lau Cho Kiu Trinity	Certificate of Secondary School Level 2
4B	Chan Hing Shing	Certificate of Secondary School Level 2
4C	Leong Ka Ki	Certificate of Secondary School Level 2
4C	Tse Yan Ip	Certificate of Secondary School Level 2
4C	Wong Pong Yan	Certificate of Secondary School Level 2

Tuen Mun District Secondary School Heads Association 2024-2025 are:

Class	Name	Award
3D	Zhao Lai Tong	Distinguished Junior Form Student
4B	Leung Tin Yan	Distinguished Senior Form Student

(6) Financial Summary

2024-2205
Annual Financial Report (Subsidized by the government)

Items NOT on Expanded Operating Expenses Block Grant

No.	Items	Income	Expenditure
1	Other Recurrent - Government Rent, Rates	594,712.00	594,712.00
2	Committee on Home-Sch Co-op Proj Gr. A/C	26,044.00	28,579.49
3	Salaries Grant A/C		
	(a) Salaries Grant - Teaching Staff	40,362,699.64	40,362,763.08
	(b) Teaching Staff P.F./MPF Con deducted at source	2,065,879.66	2,065,879.66
	(c) Teaching Staff MPF Contribution	53,030.93	53,030.93
	(d) Salaries Grant - Supply Staff		
	(e) Salaries Grant - Teaching Supporting Staff	1,570,440.00	1,570,440.00
4	Employer's Cont to PF Scheme for NT A/C	448,773.60	442,012.47
5	Grant A/C for Fringe Benefits under NET	213,716.52	216,502.58
6	School-based After-school Learning & Support Prog.	151,800.00	298,042.32
7	Teacher Relief Grant for IMC School	5,285,188.50	5,394,630.39
8	Learning Support Grant for Sec. Sch	572,032.00	622,142.97
9	Teaching Training Grant (SEN) for IMC Schools	68,598.00	68,598.00
10	Diversity Learning Grant-Applied Learning (ApL)	114,670.00	114,670.00
11	Diversity Learning Grant - Other Languages	84,000.00	100,886.85
12	Fractional Post Cash Grant (FPCG)	70,932.00	120,050.00
13	Senior Secondary Student Mainland Exchange Program	63,500.00	63,500.00
14	Moral and National Education Subject Support Grant		25,484.30
15	Information Technology Staffing Support ITSS Grant	338,819.00	436,338.00
16	Sister school grant	165,439.00	326,929.28
17	Promotion of Reading Grant	66,176.00	124,867.41
18	Life Wide Learning Grant	1,236,410.00	1,239,441.44
19	Student Activities Support Grant	121,550.00	121,550.00
20	Mental Health at School (One-off Grant)		30,247.72
21	Mental Health of Parents & Students(One-off Grant)		20,000.00
22	One-off Grant on Parent Education (Secondary)		49,500.00
23	Prom.Chi.Culture Immersion Activities(One-off Gr.)		165,236.93
24	Prom. Sport Ambience & MVPA60 in Sch (One-off Gr.)		150,000.00
25	Prom.Self-Directed Lang.Learning_Eng.(One-off Gr.)	200,000.00	13,440.00
26	Prom.Self-Direct Lang.Learn_Putonghua(One-off Gr.)	200,000.00	23,390.00
27	Drama Festival		
28	Grant for After-School Support for NCS Students	331,453.00	345,150.00
29	QEF-e-Learning Funding Programme	194,750.00	194,750.00
	Total	54,600,613.85	55,382,765.82

Items on Expanded Operating Expenses Block Grant

No.	Items	Income	Expenditure
(A)	Subsidies tailor-made to school		
1	Air-conditioning Grant	623,100.00	352,535.75
2	Administration Grant	4,471,668.00	4,449,097.35
3	Composite Information Technology Grant	593,929.00	583,224.97
(B)	EOEBG Baseline Reference	2,133,286.87	
	Other Income	117,486.36	
1	EOEBG - Furniture & Equip.		1,004,125.98
2	EOEBG - School and Class Grant		1,419,845.49
3	EOEBG - Lift Maintenance Grant		80,715.00
4	EOEBG - Air Cond. Grant for Prep Room of Lab.		8,373.00
5	EOEBG - Consolidated Subject Grant		127,713.19
6	EOEBG Exp. (Training and Development Grant)		126,507.80
7	General Domain Control Account: Provision for severance pay or long service payment		265,212.02
8	Capacity Enhancement Grant	676,944.00	271,638.25
9	Enhanced school-based speech therapy service	8,541.00	548.00
10	School-based Management Additional Grant	53,385.00	53,000.00
	Total	8,678,340.23	8,742,536.80

(7) Feedback and Follow up

The school is firmly committed to nurturing a positive learning environment and the holistic growth of every student. Building on this year's progress, we will strengthen learner confidence, deepen motivation and curiosity, and continue to develop students' self-regulated learning habits. We will also expand the thoughtful use of AI in teaching and learning, ensuring ethical and technological readiness among staff and students. Our gifted education programme continues to deliver strong outcomes, with over 100 students identified as gifted. STEAM education will be further advanced through cross-disciplinary projects linked to service learning and Catholic values. JUPAS preferences indicate sustained interest in nursing, AI and computing, and social work.

To cultivate a grateful and caring school climate, we acknowledge both promising steps and emerging needs. While a thanksgiving culture has taken root, survey findings reveal that some students—particularly in junior forms—experience loneliness and mental health pressures. In response, we will intensify in-class community building, embed gratitude practices, and LevelMind programmes that foster peer bonds and emotional well-being. These efforts aim to create a more connected, supportive environment where every student feels seen and supported.

Value education and service learning will continue to grow in depth and breadth. With value education embedded across subjects and an encouraging start to volunteering initiatives, we will extend service learning to F.2, coordinate with civic education and Religious and Moral Education to serve the elderly, and collaborate closely with the Academic Committee to involve more subjects. These initiatives will consolidate the good practices established in 2024–25 and strengthen students' sense of purpose, empathy, and responsibility.

Student development continues to be strategically led by the Vice Principal overseeing whole-school operations alongside the Vice Principal responsible for student affairs and administration, with coordinated support from the Career Guidance, Counseling, Discipline, Citizenship Education, Extracurricular, Pastoral Care, and SEN teams. Together, these efforts ensure a nurturing, challenging, and ethically grounded environment in which students can thrive.

As the first year of the 2024–2027 Three-Year Development Plan, the school will continue to actively cultivate students' confidence in learning, strengthen cross-curricular learning, and advance gifted education. We will also broaden overseas learning experiences to expand students' horizons. In the coming year, we will further promote a spirit of gratitude and adopt Love as the annual theme, nurturing TMCSS students to revere God and care for others.