Table 1: Category of the Activity:
A1 Values Education
A2 Intellectual Development
A3 Community Service
A4 Physical and Aesthetic Development
A5 Career-related Experiences
A6 Patriotic Education
A7 Digital Education, Artificial Intelligence and STEAM Education
A8 Student Mental Health
A9 Others (Please specify)

Table 2: Evaluation Method:
B1 Questionnaire
B2 School Meeting and Discussion
B3 Professional Sharing in School
B4 Interview
B5 Observation
B6 Written report and record
B7 Others (Please specify)

Hong Kong Chinese Women's Club College

2025-2026 Report on the Use of the Life-wide Learning and Sister School Grant

Category 1: Details of Activities

No.	Name and Description	Date	Objective(s)	Target & Number of Participants				Actual Expenses ($)	Name(s) of Mainland sister school(s) *(If sister school exchange activity is involved)*	Category of the Activity (Table 1)	Evaluation Method (Table 2)	Evaluation Results
				Students (Please specify levels and number)	Teachers	School Manage-ment	Others (Please specify target and number)					
1.1: Local Activities (including online exchanges)												
1	Careers Life Planning Education Programmes	Whole year	To enhance students' awareness of their interests and abilities and to encourage them to make and implement their action plans.	S1: 131 S2: 154 S3: 117 S4: 151 S5: 120	0	0	0	88,314.00	NA	A5	B1, B2, B5, B6	All life planning programmes were executed according to schedule, successfully guiding students to explore their interests, identify their abilities, and formulate action plans. Students agreed that they found most workshops and talks useful and meaningful to them.
2	Domain 3 Well-being days	Nov 2025 & May 2026	To arouse students' awareness of the importance of 3-wellness (sleep well, eat well and exercise well) and the daily applications	205 student visits	0	0	0	3,394.50	NA	A8	B2, B5	Students actively engaged in game booths promoting mental health awareness and healthy eating, with fruit distributed as rewards to reinforce 3-wellness principles.
3	Domain 3 1.5-hour experiential activity: Facing Failure	July 2026	To explore personal experiences with failure, fostering resilience, and developing strategies for overcoming challenges in a supportive environment.	S1: 131 S2: 154	0	0	0	21,600.00	NA	A8	B1, B2	Student feedback was positive: 98% of S1 and 96% of S2 students reported that the workshop helped them appreciate the value of failure, embrace challenges, and apply growth mindset strategies to build resilience.
4	ECA Training camp & workshops	Whole year	To train students with different skills to be good leaders of ECA Clubs	S3-S5 60 students	0	0	0	60,060.00	NA	A1 A9 : Leadership Training	B2, B5	Students participated actively in the leadership training camp and 3 workshops. High Attendance rate was achieved. The leadership skills of students are greatly enhanced.
5	ECA Life-wide Learning Day Programmes	Whole year	To support students to have different life-wide learning experiences through organising activities	S1 - S6 796	0	0	0	23,199.00	NA	A1, A2	B1	The Life-Wide learning day activities were successfully held and well-organized this year. The S5 and S6 were organized by their class association, and S1-S4 were organized by the ECA Committee.

6	EXP Sign Language course	Whole year	To teach effective communication using sign language and foster an inclusive community in our school	S4: 52	0	0	0	16,000.00	NA	A1	B1, B2, B6	Student participation was highly active throughout the program, with NGO instructors providing positive feedback on their progress. Directly involving a hearing-impaired instructor enhanced practical communication skills while authentically promoting inclusivity across the school community.
7	EXP Digital Marketing course	Whole year	To teach students the proper use of online platforms to advocate for social good	S4: 51	0	0	0	15,000.00	NA	A1, A5	B1, B2, B6	Led by an experienced PR and marketing professional, the course engaged students through interactive case studies and group discussions. Students actively applied their learning by publishing three Instagram posts.
8	EXP Video production course	Whole year	To introduce the skills of making a short video to S4 students, so that they can produce a 3-min video clip to promote positive values	S4: 50	0	0	0	16,000.00	NA	A1, A7	B1, B2, B6	Students mastered CapCut video editing, camera techniques, and social media production strategies, applying concepts like audience targeting, hooks, and calls-to-action to create Instagram Reels.
9	EXP Lyrics writing course	Whole year	To equip students with the skills to appreciate the beauty of lyrics and develop their storytelling techniques to enhance their songwriting abilities	S4: 51	0	0	0	16,000.00	NA	A4	B1, B2, B6	This interactive course demystified Cantonese lyric writing for beginners through foundational techniques like the "0243" tonal method and Canton-pop song analysis. Students actively applied these concepts by collaborating on an original school-life lyric rewrite set to Yoyo Sham's 〈風的形狀〉, finding the step-by-step process enriching.
10	EXP Personal Finance course	Second term	To equip students with foundational financial literacy, including budgeting, compound interest, and risk management, enabling them to analyse personal spending habits and develop actionable financial plans	S5: 26	0	0	0	4,480.00	NA	A1	B1, B2, B6	Despite varying initial interest levels, the tutor's firm yet engaging approach fostered a supportive learning environment where students mastered core concepts. The course successfully met its goals, with all participants demonstrating practical understanding by independently constructing their own functional budgets and savings plans.
							Total actual expenses of item 1.1 :	264,047.50				
1.2 Non-local Activities												
							Total actual expenses of item 1.2 :	0.00				
							Total actual expenses (sum of items 1.1 and 1.2) :	264,047.50				

Category 2: Overall Evaluation and Reflection on the Effectiveness on Grant Utilisation for Planning and Organising/Participating in Life-wide Learning Activities

(Please holistically evaluate the effectiveness on grant utilisation and explore ways to further optimise its use, avoiding an in-depth analysis of each activity)

Areas	Students' Learning Need *(What is the current situation of students' participation in life-wide learning activities? Overall, what do students need in life-wide learning?)*	Anticipated Target *(Overall, what specific target does the school expect to meet with the Grant to align with the seven learning goals? How does the Grant support student participation in life-wide learning activities in line with the curriculum?)*	Evaluation Result, Reflection and Follow-up *(Overall, how does the school make use of this Grant to arrange suitable life-wide learning activities for students? For students' participation in life-wide learning, to what extend do they meet the expected target? What aspects have been done well, and what aspects still need improvement?)*
Evaluation & Reflection	Students actively join diverse life-wide activities with positive feedback. Students need diverse experiential opportunities for whole-person development beyond the classroom, such as careers, well-being, leadership, sports, STEM and life skills.	The grant aims to achieve the seven learning goals, focusing on life planning, healthy lifestyle, digital literacy in finance and generic skills through funded activities that promote broad student participation aligned with the curriculum.	The school effectively deploys the Grant (82.39% of budget) for diverse local life-wide learning activities in career planning, well-being, leadership, arts and finance. Students largely met or exceeded targets, with strong engagement, positive feedback (e.g. 96–98%) and skill mastery. Students will be encouraged to actively participate in diverse life-wide learning activities across careers, well-being, leadership, sports, STEM, arts and life skills. They need these experiential opportunities for whole-person development beyond the classroom.

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

No.	Areas	Content of Reflection and Follow-up
1	Form/Content of the activity	40 students involved in a 3 days exchange tour to Guangzhou including one day at our sister school in Guangzhou
2	Time arrangement of the activity	8th April to 10th April 2026
3	Organisation and arrangements of the activity	Sister School and Integrated Science Department
4	Others (Please specify)	Feedback on the study tour was positive from both teachers and students, with students actively engaging with their local counterparts. Regarding the science component, students found the lessons innovative and challenging; the activities sparked their interest in integrated science and fostered their capacity for independent learning. The exchange provided a platform for musical performance, encouraging greater student enthusiasm for choir activities. The visit to GAC Group offered students exposure to cutting-edge technologies in my country's automotive industry, thereby reinforcing their national identity.

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

No.	Item	Actual Expenditure* ($)
1.	Procuring equipment, apparatus, instruments (including repair and maintenance fees), mobile applications or software, devices, consumables, and learning resources necessary for implementation of activities under the ambit of the LWLSSG *(Note: The annual total expenditure should not exceed 15% of the allocation of the LWLSSG for the respective school year.)*	0
2.	Expenses on the visa for students or teachers participating in non-local exchanges or sister school exchanges in the Mainland *(Note: The annual total expenditure should not exceed 5% of the allocation of the LWLSSG for the respective school year.)*	0
3.	Expenses on breakfasts/lunches/dinners of school principals and teachers in relation to their discharge of duties in sister school activities organised in the Mainland *(Note: Bound by the limits of such expenses per occasion and per head quoted in the "Expanded Operating Expenses Block Grant User Guide for Aided Schools which have established an Incorporated Management Committee"/ "Operating Expenses Block Grant User Guide for Aided Schools".)*	0
4.	Expenses on food and beverage for reception in relation to exchange activities with Mainland sister schools taking place in Hong Kong *(Note: The annual total expenditure should not exceed 5% of the provision for the Sister School Grant component for the respective school year, i.e. $8,250 (for primary and secondary schools) or $8,272 (for special schools).)*	0
5.	For sister school exchange activities which involve only teachers/school management *(Note: Schools can utilise the LWLSSG of the respective school year (bound by the provision for the Sister School Grant component for the respective school year) or the unspent balance previously retained.)*	0

** Our school confirms that the LWLSSG is used in accordance with the circulars, guidelines and other documents issued by the EDB and that all the expenditures, including but not limited to the expenditure items with ceilings as specified in Category 4 in this report, fall within the ambit and comply with the principles on the use of the LWLSSG. In case of inappropriate use of this Grant, our school shall make good the relevant expenses by deploying other suitable resources.*

Name of Teacher Responsible for Life-wide Learning:	Mr. Lau YC / Mr. Wong KL	Position:	VP / ECA Master
Name of Teacher Responsible for the Sister School Scheme:	Ms. Wang Guan	Position:	Teacher