

20
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年報
Annual Report



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主席報告

Chairperson's Report



過去一年，APF 持續致力為自閉症人士提供全面、適切的支援。我們相信，透過個人、家庭、學校與社會的同心協作，能夠為自閉症譜系人士建構真正共融的成長環境。

為應對持續增長的服務需求，APF在過去一年積極擴展專業團隊規模，為各服務單位注入新動力。在家庭支援方面，我們進一步拓展基層服務的覆蓋範圍。團隊擴充後，為低收入家庭而設的「一個月單對單密集式ABA治療」資助計劃於2024年度服務人數大幅提升約1.8倍，共支援173名兒童。與此同時，我們亦回應「夾心階層」家庭的長期需要，於七月推出「全日制單對單密集式ABA治療」計劃，透過調整入息及資產限額，讓更多家庭能以可負擔的費用，為六歲或以下的自閉症子女提供全方位密集介入，協助他們融入主流幼稚園。

奧柏學校的發展穩步向前，學生人數由58人增長至67人。學校亦正式成立東九龍第1850旅童軍團，成為全港首個全員由自閉症學生組成的童軍旅。首批12名小童軍在首次訓練中展現出良好的紀律精神，標誌著奧柏學校在拓展多元校園生活方面邁出重要一步。

Over the past year, APF has remained steadfast in our commitment to providing comprehensive and appropriate support for individuals with autism. We believe that through the collaborative efforts of individuals, families, schools, and society as a whole, we can build a truly inclusive environment where people on the autism spectrum can thrive.

To meet the growing demand for services, APF actively expanded its professional team over the past year, bringing new energy to all service units. In family support, we have further expanded the reach of our services for underserved communities. The "One-month 1 on 1 Intensive ABA Treatment" subsidy program for low-income families increased its capacity by approximately 1.8 times following team expansion, serving 173 children in 2024.

At the same time, responding to the long-term needs of lower middle-income families, we launched the "Full-day 1 on 1 Intensive ABA Treatment" program in July. By adjusting income and asset thresholds, this program enables more families to access comprehensive, intensive intervention at an affordable cost, supporting children under six with autism in integrating into mainstream kindergartens.

Aspire 青年發展中心本年持續聚焦學員的職涯準備與全人發展，儘管學員人數略有調整，我們仍透過多元工作體驗與興趣發展活動，協助青年建立自信與自主能力。

公眾教育方面，我們以自閉症人士為中心，持續推動社會各層面增進對自閉症的認識與接納。今年我們試行「爸爸ABA速成班」，並計劃進一步擴展專為父親而設的服務，促進雙親協作。我們亦繼續為大學生舉辦三日自閉症支援工作坊，並參與大學圓桌會議，推動專業交流。此外，我們繼續與不同企業開展慈善合作，透過企業義工等活動，將自閉症意識融入企業社會責任實踐。

響應聯合國四月「自閉症關注月」，我們繼續推行「關注自閉症大行動」，並於2024年首次舉辦慈善步行活動，吸引近九十名參加者同行，攜手推動社會共融。

展望未來，APF 將繼續秉持以人為懷的精神，與各界同心協力，為自閉症人士及其家庭搭建更穩固、更包容的成長之路。

AP School has continued to grow steadily, with student numbers increasing from 58 to 67. The school also officially established the 1850th East Kowloon Scout, becoming the first Scout troop in Hong Kong comprised entirely of students with autism. The first 12 Grasshopper Scouts demonstrated good discipline and spirit during their initial training, marking a significant step in expanding AP School's diverse campus life.

At Aspire Youth Development Center, we remained focused on career readiness and holistic development for our youth. Although the number of learners saw a slight adjustment, we continued to offer diverse work experience opportunities and interest-based activities, helping young people build confidence and independence.

In public education, we placed individuals with autism at the center of our efforts to increase awareness and acceptance across all levels of society. This year, we piloted the "ABA Fundamentals Course for Fathers" and plan to further expand services tailored for fathers to encourage collaborative parenting. We also continued to offer a three-day autism support workshop for university students and participated in university roundtables to foster professional exchange. Additionally, we continued our charitable collaborations with various corporations, integrating autism awareness into corporate social responsibility through initiatives such as employee volunteer programs.

In response to the United Nations' World Autism Awareness Month in April, we continued our "Autism Awareness Actions" Campaign and held our first charity walk, attracting close to 90 participants to join us in promoting social inclusion.

Looking ahead, APF will continue to uphold our person-centered approach, working hand in hand with all sectors of society to build a stronger, more inclusive path forward for individuals with autism and their families.



Toby Mountjoy
創辦人兼主席 Founder and Chairperson

董事局

Board of Directors

APF的董事局匯聚了應用行為分析（ABA）治療、金融、法律及資訊科技等領域的專業人士。我們秉持共同的願景：讓每一位自閉症人士都有機會獲得專業的ABA治療。透過適切的介入，協助自閉症兒童及青年提升自理、溝通、社交等能力，並改善行為與情緒管理，從而充分發揮潛能，積極融入社會。

有鑑於ABA治療成本較高，董事局致力透過APF的資助計劃與服務拓展，讓處於不同經濟狀況的自閉症家庭都能獲得專業支援。各成員以其專業知識與經驗，指導機構的策略發展、管治與資源規劃，共同朝著「為自閉症人士開拓更美好明天」的目標邁進。

2024年度董事局成員

Toby Mountjoy先生

Ji Hong Min 先生（委任日期：2018年8月）

Alec Tracy 先生（委任日期：2019年9月）

Sabrina Hosford女士（委任日期：2021年4月）

Jill Shen女士（委任日期：2023年11月）

The APF Board of Directors brings together professionals from fields including Applied Behavior Analysis (ABA) therapy, finance, law, and information technology. We share a common vision: that every individual with autism has the opportunity to receive professional ABA therapy.

Through appropriate intervention, we support children and youth with autism in building their self-care, communication, and social skills, while improving behavioral and emotional regulation, enabling them to realize their full potential and actively integrate into society.

Recognizing the high cost of ABA therapy, the Board is committed to ensuring that families across different economic circumstances can access professional support through APF's subsidized programs and expanded services. Each member contributes their expertise and experience to guide the organization's strategic development, governance, and resource planning, working collectively toward the goal of "Create a brighter future for people with autism"

2024 Board of Directors

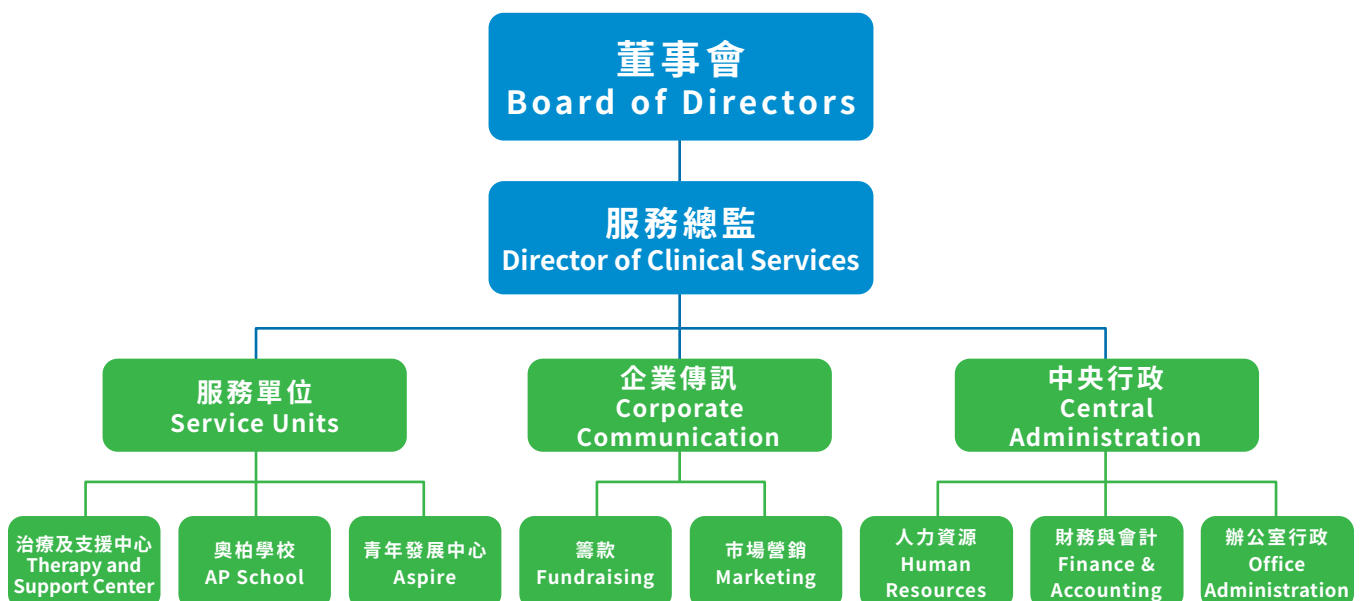
Mr. Toby Mountjoy

Mr. Ji Hong Min (Appointed: August 2018)

Mr. Alec Tracy (Appointed: September 2019)

Ms. Sabrina Hosford (Appointed: April 2021)

Ms. Jill Shen (Appointed: November 2023)



簡介及背景

Introduction & Background



APF於2006年成立，致力為自閉症人士提供專業的「應用行為分析」治療。我們相信每位自閉症人士都應享有接受專業治療的機會，並在成長各階段—從幼兒、兒童、青少年至成人—獲得適切支援，發揮潛能、融入社會。與此同時APF積極推動公眾教育，提升社會對自閉症的認識與接納，携手各界為自閉症人士開拓更美好明天。

APF 目前設有三個服務單位：

治療及支援中心：為基層家庭的6歲或以下自閉症兒童提供早期介入與支援

奧柏學校：專為5-15歲的自閉症學童而設的全日制私立小學

青年發展中心：為15-25歲的自閉症青年提供全日制的興趣發展及技能培訓，裝備他們迎接獨立自主的豐盛人生

APF was founded in 2006 with the mission of providing professional Applied Behavior Analysis (ABA) therapy for individuals with autism. We believe that everyone on the autism spectrum should have access to professional treatment and tailored support throughout every stage of life—from early childhood and adolescence to adulthood—empowering them to realize their potential and participate fully in society.

APF also drives public education initiatives to increase awareness and foster acceptance, collaborating with the community to create a brighter future for individuals with autism.

APF currently operates three service units:

Therapy and Support Center (TSC): Provides early intervention and support for children with autism aged 6 or below from underprivileged families

AP School: A full-time private primary school designated for students with autism aged 5-15

Youth Development Center (Aspire): Provides full-time skills training and personal enrichment for youth with autism aged 15-25, equipping them for an independent and fulfilling life



願景 Vision

每位自閉症人士都能發揮所長，融入社會，活出豐盛人生。

A society where every individual with autism can thrive, belong, and lead a fulfilling life.



使命 Mission

透過專業的「應用行為分析」治療，與自閉症人士並肩同行，支援他們發揮所長，促進其社會參與與全人成長。

Through professional ABA therapy, we walk alongside individuals with autism to nurture their abilities and enrich their place in the community.



價值觀 Values

- 同理為本：** 以理解與善意的態度，回應每位自閉症人士的獨特需要
- 協作共融：** 與家庭、機構、企業及社區攜手，共建支援網絡
- 專業扎根：** 所有治療服務均由國際認證行為分析師帶領，並透過系統培訓與持續督導，確保專業質素
- 教育推動：** 積極展開公眾教育，提升社會對自閉症的認識，營造接納與包容的文化
- 秉持上述原則，APF 致力為自閉症人士提供貫穿成長階段的全面支援，促進他們在個人、家庭與社會中各展所長，邁向自主豐盛的人生。

- Empathy:** Guided by empathy, we listen to and honor the unique needs of every individual with autism
- Collaboration:** We partner with families, institutions, corporates, and the community to build a strong, supportive network
- Professionalism:** Our services are led by internationally certified behavior analysts and sustained through rigorous training and supervision
- Education:** We actively advance public understanding and inclusion through ongoing awareness initiatives

Guided by these principles, APF provides lifelong, comprehensive support—helping individuals with autism thrive at every stage of life.





**成立全港首間專為自閉症
學童而設的小學**

Established Hong Kong's first primary
school for children with autism

「學習小夥伴」啟動
Launched **Learning Buddies**

**「一個月單對單密集式
ABA治療」啟動**

Launched **One-Month 1 on 1
Intensive ABA Treatment**

「治療及支援中心」成立

Established **Therapy and Support Center**

APF成立

APF was founded

2006

2007

2016

2018

2024

2023

2022

2021

**「全日制單對單密集式
ABA治療」啟動**

Launched **Full-day 1 on 1 Intensive
ABA Treatment**

**「奧柏學校」選址
九龍灣擴展服務**

School service relocated to
Kowloon Bay to expand reach

Aspire咖啡吧首次試業

Aspire Café launched

「青年發展中心」成立

Established **Youth Development Center**

教學系統：AP 教學法

Teaching System: AP Method™

以人為本、專業實證：APF 教學系統核心

Person-Centered and Evidence-Based: The Core of the APF Teaching System

APF 所有服務單位均採用由國際權威機構 Autism Partnership 研發的「漸進式應用行為分析」(Progressive ABA: AP Method™, 簡稱「AP 教學法」)。此套以人為本、與時並進的專業教學系統，以豐厚的科研實證為基礎，其顯著成效已獲超過 30 本國際期刊與書籍收錄，是引領 APF 所有服務的理論與實踐核心。

All service units of APF adopt the “Progressive ABA: AP Method™”, developed by the internationally recognized organization Autism Partnership and known as the “AP Method.” This professional teaching system is person-centered and continuously evolving.

Grounded in extensive scientific research, its significant effectiveness is documented in over 30 international journals and books, forming the theoretical and practical core that guides all APF services.

兩大關鍵核心：靈活應變與個人化設計

Two Key Pillars: Dynamic Adaptation and Personalized Design

AP 教學法在傳統應用行為分析的堅實基礎上，發展出兩大關鍵核心元素，確保教學的靈活性與精準度：

即時分析：治療師密切觀察學員的即時反應，動態調整教學策略，確保每步指導皆能精準對應當下需求。

臨床判斷：摒棄單一固定的教學模板，治療師依據深厚的專業經驗，為每位學員設計真正個人化的學習方案。

Building upon the solid foundation of traditional Applied Behavior Analysis, AP Method is defined by two key pillars that ensure teaching flexibility and precision:

In-the-Moment Analysis: Therapists closely observe each learner’s immediate responses and dynamically adapt teaching strategies to ensure every instructional step precisely meets the learner’s evolving needs

Clinical Judgment: Moving beyond rigid, one-size-fits-all teaching templates, therapists leverage deep professional expertise to design truly individualized learning plans for each learner

生活化教學：促成真實理解與能力轉化

Naturalistic Teaching: Fostering Genuine Understanding and Skill Application

真正的學習必須能應用於生活，因此 AP 教學法強調生活化教學策略，跳出刻板框架，運用多元且自然的教學方式。透過生活化的語言、日常用品與真實情境進行引導，並有系統地運用自然強化原則，旨在培養學員真正的理解能力與長久的技能掌握。此方法著重教導學員「如何學習」，使其能將所獲得的知識與技能，在不同情境中靈活應用，轉化為生活中的實際能力，實現從課堂到生活實踐的跨越，從而提升整體學習適應性。

AP Method is built on the belief that true learning must be applicable to life. Therefore, it emphasizes “Naturalistic Teaching”, moving beyond traditional frameworks to employ diverse and natural instructional approaches. By using everyday language, common objects, and real-life situations for guidance, and by systematically applying the principles of natural reinforcement, the aim is to cultivate genuine understanding and lasting skill mastery.

This approach focuses on teaching learners “how to learn” and bringing lessons to life, enabling them to flexibly apply acquired knowledge and skills across different situations and transform them into practical life abilities, thereby strengthening overall learning adaptability.

致力於全面發展與生命品質的提升

Committed to Holistic Development and Quality of Life

AP 教學法以促進自閉症人士的認知、社交、情緒與技能之全面發展為最終核心。在嚴謹的系統化培訓與監督下，APF 治療團隊兼具專業素養與人文關懷。APF 的目標不僅在於提升學員的溝通與學術能力，更在於協助他們掌握社交互動、情緒管理等關鍵生活技能，從而建立有意義的人際關係，最終邁向獨立且豐盛的人生。

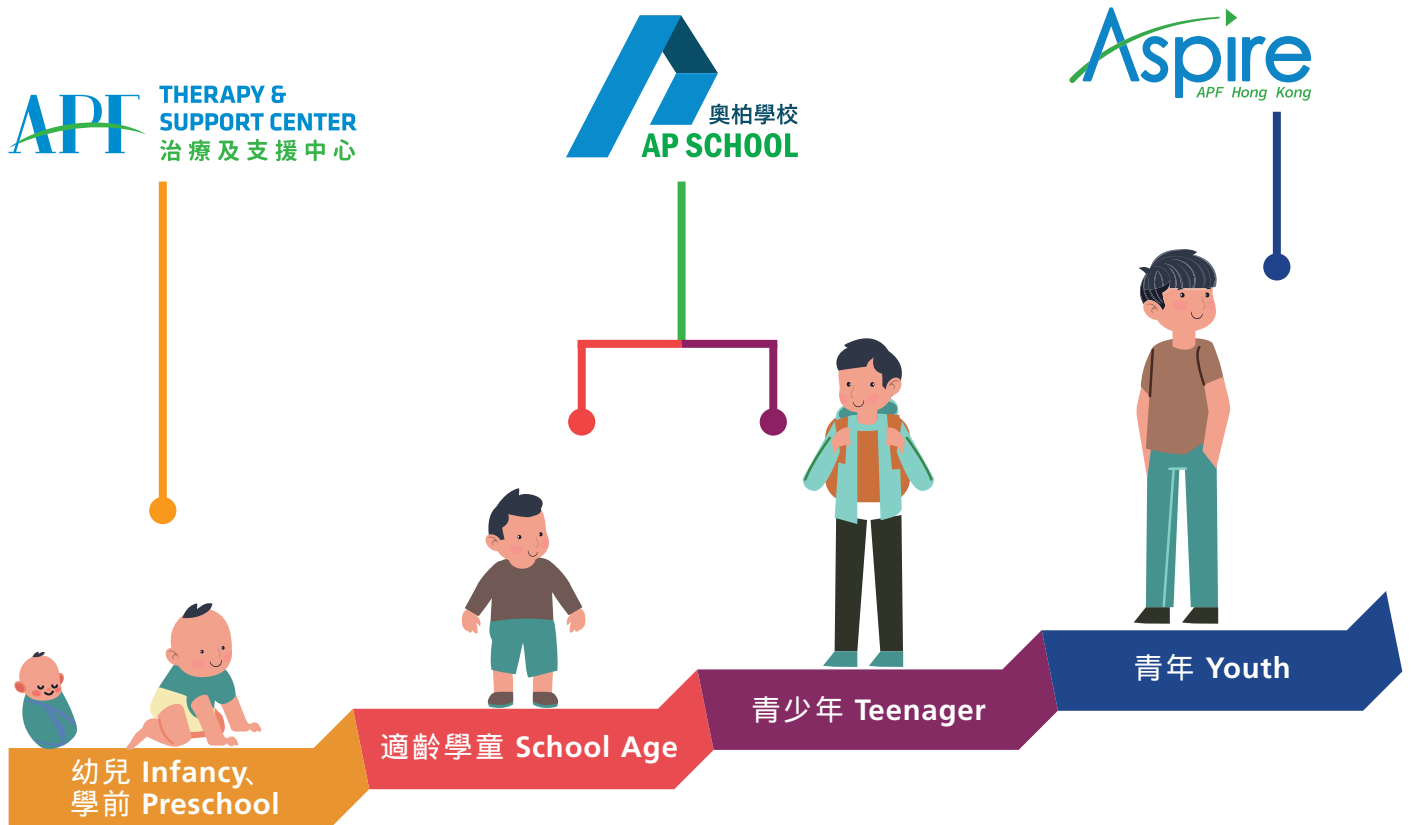
The ultimate core of AP Method is to promote the holistic development—cognitive, social, emotional, and skill-based—of individuals with autism. Under rigorous systematic training and supervision, APF’s service teams combine professional competence with humanistic care. APF’s goal is not only to improve learners’ communication and academic abilities but also to assist them in mastering key life skills such as social interaction and emotional management. This empowers them to build meaningful interpersonal relationships and ultimately move towards an independent and fulfilling life.

服務單位

Service Units

APF目前轄下有三個服務單位，支援自閉症人士從幼兒、兒童、青少年至成年人等各個人生階段：

APF currently operates three service units, supporting individuals with autism through various life stages from infancy, childhood, and adolescence to adulthood:





一個月單對單密集式ABA治療 ONE-MONTH 1 ON 1 INTENSIVE ABA TREATMENT

為低收入家庭提供關鍵的早期介入 Crucial Early Intervention for Low-income Families

本計劃為合資格兒童提供為期一個月、共50小時的密集式一對一ABA治療。課程逢星期一至五進行，每天2.5小時。每名兒童獲安排治療師一對一跟進，治療師會因應每位兒童的個別發展需要擬定個別學習計劃 (IEP)，並根據家長的關注重點訂定5-6項短期學習目標，例如：提升主動表達及溝通能力、減少行為問題、改善自理能力、加強情緒調節技巧、建立基礎社交互動等。

- 計劃對象：來自低收入家庭的自閉症兒童
- 計劃收費：免費 或 家庭每月入息的5% (須通過入息及資產審查)
- 計劃啟動日期：2016年1月
- 2024年度受惠兒童：173位

This program provides eligible children a one-month, 50-hour intensive one-on-one ABA therapy. Sessions are held Monday to Friday for 2.5 hours daily. Each child receives individual support from a dedicated therapist during sessions and follows an Individualized Education Program (IEP) designed around their specific developmental needs. The program focuses on 5-6 short-term learning goals aligned with family priorities, such as: building language and spontaneous communication, reducing behavioral challenges, improving self-care, strengthening emotional regulation, and developing social skills.

- **Eligibility:** Children with autism from low-income families
- **Program Fee:** Free or 5% of household monthly income (subject to income and asset assessment)
- **Launch Date:** January 2016
- **Children Served in 2024:** 173

學習小夥伴

LEARNING BUDDIES

本計劃為已完成首階段ABA治療的兒童，提供為期六個月的進階小組訓練。以小組形式(5-6人)進行，每周五天，每天2.5小時，重點培養兒童在真實人際互動中的社交興趣、信心與技巧，幫助他們適應興趣班及主流幼稚園等日常環境。治療師會因應每位兒童的個別發展需要擬定個別學習計劃(IEP)，訂定超過20項學習目標，重點訓練：團體遊戲參與及輪候意識、語言表達與自發性溝通、辨識社交線索與增強社交意識、處理衝突、意見分歧與情緒調節、培養責任感及合作精神等。

- 計劃對象：已完成一個月ABA治療，並經治療師評估轉介的自閉症兒童
- 計劃收費：免費 或 家庭每月入息的5% (須通過入息及資產審查)
- 計劃啟動日期：2018年5月
- 2024年度受惠兒童：9位(小組形式，深度支援)

進階社交小組治療

Advanced Social Skills Group Therapy

This program provides six months of advanced group training for children who have completed the initial phase of ABA therapy. Conducted in small groups of 5 to 6 children, five days a week for 2.5 hours daily, it focuses on fostering children's interest, confidence, and skills in real-world social interactions, helping them transition into settings like interest classes and mainstream kindergartens. Therapists develop an Individualized Education Programme (IEP) for each child based on their individual needs, setting over 20 learning goals. The group therapy cultivates essential skills: group participation and turn-taking, language and spontaneous communication, social cue recognition and social awareness, conflict handling and emotion regulation, as well as responsibility and teamwork.

- **Eligibility:** Children with autism who have completed the one-month ABA treatment and have been referred by a therapist
- **Program Fee:** Free or 5% of household monthly income (subject to income and asset assessment).
- **Launch Date:** May 2018
- **Children Served in 2024:** 9 (in-depth support through small group format)



全日制單對單密集式ABA治療

FULL-DAY 1 ON 1 INTENSIVE ABA TREATMENT

協助融入主流教育的全面過渡計劃

Comprehensive transition program supporting integration into mainstream education

本計劃專為有明確適應主流幼稚園需求的家庭而設，提供為期三個月起的全日制一對一密集ABA治療。課程每周五天(上午9:15至下午3:15，含午膳時間)，由專責治療師全程跟進，協助兒童系統化培養在學校環境中學習與生活所需的各項能力。治療師會因應每位兒童的個別發展需要擬定全面的個別學習計劃(IEP)，訂定超過20項學習目標，重點圍繞以下範疇展開針對性訓練：

學校適應能力：理解日程、遵守規則、跟從課堂指令

學前基礎準備：執筆、認字、遊戲參與及社交互動

行為與情緒管理：自我管理、專注力培養、情緒識別及表達

自理與溝通能力：基礎整潔、自理技巧、語言及自發性溝通

- 計劃對象：來自夾心階層家庭的自閉症兒童
- 計劃收費：港幣\$19,950/一個月(須通過入息及資產審查)
- 計劃啟動日期：2024年7月
- 2024年度受惠兒童：4位

This program is designed for families with a clear need to prepare their child for a mainstream kindergarten environment. It offers a full-day, one-on-one intensive ABA treatment starting from a three-month period. Sessions are held five days a week (9:15 am- 3:15 pm, including lunch time), with a dedicated therapist providing continuous support to help the child systematically develop the various skills needed for learning and daily life in a school setting. The therapist develops a comprehensive Individualized Education Programme (IEP) for each child based on their individual needs, setting over 20 learning goals. Targeted training focuses on the following key areas:

School Adaptation Skills: Understanding routines, following rules, and responding to classroom instructions

Pre-academic Foundation: Pre-writing, word recognition, play participation, and social interaction

Behavioral and Emotional Management: Self-regulation, concentration, and emotional expression

Self-care and Communication: Basic tidiness, self-care skills, language and spontaneous communication

- **Eligibility:** Children with autism from sandwich-class families
- **Program Fee:** HK\$19,950 per month (subject to income and asset assessment)
- **Launch Date:** July 2024
- **Children Served in 2024:** 4



中心活動：在歡樂中學習，於社區中成長

Center Activities: Learning Through Joy, Growing in Community

2024年，中心圍繞「文化傳承」、「家庭支持」與「社交表達」三大主軸，為自閉症兒童及其家庭策劃了豐富的節慶與社區活動。我們於農曆新年前夕帶領孩子親手製作並分享餃子，在勞動中體驗傳統與合作；在春日與香港迪士尼樂園合作，為家庭創造了難忘的親子同樂日；更在萬聖節透過趣味互動，鼓勵孩子主動表達與參與。這些活動超越了傳統課堂，將學習融入真實的生活場景與節慶文化之中，切實地支持孩子的全面發展與家庭的生活質素。

Throughout 2024, TSC planned a series of festive and community activities for children with autism and their families, centered around three core pillars: cultural heritage, family support, and social expression. On Lunar New Year's Eve, we guided children in making and sharing dumplings, allowing them to experience tradition and cooperation through hands-on work. In spring, our collaboration with Hong Kong Disneyland created an unforgettable family fun day. During Halloween, we encouraged children to initiate expression and participation through playful interactions. These activities extended learning beyond the traditional classroom, integrating it into real-life settings and festive cultures to tangibly support the holistic development of children and enhance the quality of life for their families.



小朋友通過「Trick or Treat」互動換取糖果
Children exchanged candies through 'Trick or Treat' interactions



10月31日：萬聖節派對
Oct 31: Halloween Party



4月20日：迪士尼同樂日
Apr 20: Disney Fun Day

受惠兒童故事

Beneficiary Stories

“

發射愛心的曦予

Hei Yu's Love in Heart Poses



參加計劃：一個月單對單密集式 ABA 治療、學習小夥伴

Joined Programs: One-month 1 on 1 Intensive ABA Treatment, Learning Buddies

孩子第一次清楚地說出「媽媽，我們回家吧」，對於許多家庭而言，是成長中溫暖的印記。但對曦予的媽媽來說，這句話曾經是一個遙不可及的願望。

曦予在三歲前確診自閉症。診斷那天，媽媽落下眼淚。「一開始真的無法接受，每一天都過得很茫然。」她回憶道。作為女兒主要的照顧者，經濟與精神的雙重負擔一度讓她感到無助，更難以尋求專業的自閉症治療資源。

轉機來自與其他自閉症孩子母親的相遇。其中一位參與過APF治療的媽媽鼓勵她：「要不要也試試看？」當時的曦予幾乎沒有語言能力，想要什麼只會用手指，無法表達自己。媽媽坦言：「我那時其實沒有抱太大期望。」

然而，改變在進入APF後悄然發生。僅僅在開始治療兩三天後，曦予在一次課堂結束時，竟清晰地說出：「媽媽，我們回家吧。」媽媽至今形容那一刻「喜出望外」。更令她欣慰的是，如今與女兒日常溝通已完全沒有障礙。「這樣的進步，真的是以前想都不敢想的事。」

For many families, a child's first clear utterance of "Mom, let's go home" is a heartwarming milestone of growth. But for Hei Yu's mother, that very sentence was once a distant hope.

Hei Yu was diagnosed with autism before the age of three. On the day of the diagnosis, her mother broke down in tears in the doctor's office. "At first, I really couldn't accept it. I felt completely lost every single day," she recalls. As her daughter's primary caregiver, the combined financial and emotional burden once left her feeling helpless, making it even harder to access professional autism treatment resources.

A turning point came when she met other mothers of children with autism. One of them, who had undergone therapy at APF, encouraged her: "Why not give it a try?" At the time, Hei Yu had almost no verbal ability—she could only point at what she wanted and was unable to express herself. Her mother admits: "Truthfully, I didn't hold much hope back then."

Yet, change began quietly after they joined APF. Just two or three days into therapy, at the end of a session, Hei Yu clearly said, "Mom, let's go home." Her mother still describes that moment as "an absolute surprise." What brings her even greater comfort is that daily communication with her daughter is now completely smooth. "Progress like this was something I never dared to imagine before," she shares.

隨著一對一ABA治療帶來穩固基礎，曦予進一步參加為期六個月的「學習小夥伴」小組計劃。過去，母女因分離焦慮幾乎時刻在一起；如今，曦予不僅能安心參與小組活動，更在團體遊戲中與其他孩子自在互動。媽媽感動地說：「看見她和小朋友有來有往地一起玩耍，那個畫面對我來說無比珍貴。」

如今，曦予不僅能用話語表達，更會主動擁抱媽媽，用手比心說「I LOVE YOU」。這些曾經不敢想像的互動，如今成了日常中最真摯的禮物。

媽媽深信，及早介入是幫助孩子成長的關鍵。「如果能更早開始專業治療，孩子的未來一定有更多可能。」她感謝在APF獲得的支持，不僅減輕了家庭的負擔，更為曦予開啟了一扇通往溝通、社交與情感表達的門。

Building on the solid foundation laid by one-on-one ABA therapy, Hei Yu went on to join the six-month "Learning Buddies" small-group program. In the past, separation anxiety meant mother and daughter were almost always together. Now, Hei Yu can not only participate in group activities but also interact naturally with other children during play. Her mother says with emotion, "Seeing her play and engage with other kids—that scene is incredibly precious to me."

Today, Hei Yu not only expresses herself verbally but also spontaneously hugs her mother, forms a heart shape with her hands, and says, "I LOVE YOU." These interactions, once unimaginable, have now become the most genuine gifts of everyday life.

Her mother firmly believes that early intervention is key to helping children grow. "If she could have started professional therapy even earlier, her future would hold even more possibilities," she reflects. She is grateful for the support received at APF, which not only eased the family's burden but also opened a door for Hei Yu—a door leading to communication, social connection, and emotional expression.



受惠兒童故事

Beneficiary Stories

“

喜愛地鐵的冠棋

Koon Kei: The Little Train Lover



參加計劃：一個月單對單密集式 ABA 治療、學習小夥伴

Joined Programs: One-month 1 on 1 Intensive ABA Treatment, Learning Buddies

對許多父母而言，帶孩子搭地鐵、外出用餐，是日常生活中平凡的幸福。但對冠棋的爸爸來說，這曾是一段需要提心吊膽的過程。

冠棋約在四歲時確診自閉症。其實早在那之前，爸爸已察覺他與其他孩子有些不同——他不擅表達，也不太願意說話或與人互動。更讓爸爸感到壓力的是，冠棋非常熱愛地鐵，卻總在乘車時無法控制衝動。「以前車門一開他就衝進去，我們必須緊緊拉住他，怕他撞到別人。」爸爸坦言：「那時真的不太敢帶他出門，最不想的就是給別人添麻煩。」

得知自閉症孩子需要適切的教學方法才能發揮所長，冠棋的父母開始尋求協助，卻發現專業服務費用高昂，一度令他們卻步。直到找到APF，冠棋參加了「一個月單對單密集式ABA治療」。

爸爸觀察到，以往在家抗拒寫字的冠棋，在治療中卻能配合完成，字跡甚至比在家時更工整。除了書寫，他的口語表達也逐漸進步，能說出簡單句子。學校老師同樣發現，冠棋說話變多了，整個人也開朗起來。

For many parents, taking their child on the MTR or out for a meal is an ordinary, everyday joy. But for Koon Kei's father, it used to be a heart-pounding experience.

Koon Kei was diagnosed with autism around the age of four. Even before that, his father had noticed he was different from other children—he struggled to express himself and was often reluctant to speak or interact with others. What added to the pressure was Koon Kei's deep love for the MTR, paired with his inability to control his impulses while riding. "As soon as the doors opened, he would dash inside. We had to hold him tight, worried he might bump into others," his father admitted. "Back then, I hardly dared to take him out. The last thing I wanted was to trouble anyone else."

Knowing that children with autism thrive with the right teaching methods, Koon Kei's parents began searching for help, only to find that professional services came with a steep cost, which initially held them back. That changed when they found APF, and Koon Kei joined the "One-month 1 on 1 Intensive ABA Treatment."

His father observed that while Koon Kei had always resisted writing at home, during therapy he cooperated fully—his handwriting even became neater than before. Beyond writing, his verbal expression gradually improved, and he began using simple sentences. His schoolteacher also noticed he was speaking more and seemed much brighter and happier.

如今冠棋能靜靜站在扶手旁，耐心等待，不再衝動奔跑。最近，爸爸甚至能安心帶他到尖沙咀吃飯，全程乖巧。這些從前不敢想像的場景，如今成為父子間最珍貴的日常。「他現在搭地鐵很守規矩，真的進步了很多。」爸爸的語氣中，滿是欣慰。

在爸爸眼中，每個孩子都應接受適合他的教育。自閉症孩子亦然——只要用對方法，他們一樣能發揮所長，展現獨特的優點。「他們對喜歡的事投入度更高，只要教學方式合適，其實和一般孩子沒有太大分別，甚至可以做得更好。」

Now, Koon Kei can stand quietly by the handrail, waiting patiently without rushing off. Recently, his father was even able to take him out for a meal in Tsim Sha Tsui—well-behaved throughout the whole trip. Scenes once hard to imagine have now become precious everyday moments between father and son. “He follows the rules on the MTR now—he’s really come so far,” his father says, his voice filled with warmth and pride.

In his father’s eyes, every child deserves an education tailored to who they are—and children with autism are no different. Given the right approach, they too can unlock their potential and show their unique strengths. “They often pour even more passion into what they love. With teaching methods that suit them, they aren’t so different from other children—in fact, they can do even better.”





奧柏學校是APF轄下唯一的全日制私立小學，採用自負盈虧的營運模式，堅持1對2的師生比例和小班教學，分設中、英文班。學校將「漸進式應用行為分析」融入學術課程與課外活動，並提供情緒及行為管理、社交技巧等針對自閉症需求的課程。老師依據學生個別需求設計個人化課程，提供高度針對性支援，適切照顧每位學生的學習差異。教學團隊具備逾18年自閉症學校教育經驗，逾七成畢業生銜接主流學校。

- 收生對象：5-15歲的自閉症學童
- 師生比例：1名老師對2名學生
- 校舍啟用：九龍灣校舍於2022年8月投入服務
- 學生人數(2024)：67位

AP School is APF's only full-day private primary school, operating on a self-financing model. It features a 1:2 teacher-student ratio and small classes in both Chinese and English streams. The school integrates Progressive ABA: AP Method™ throughout its academic and extracurricular programs, offering specialized courses in emotional and behavioral management and social skills. Teachers provide personalized support through individualized curricula. With over 18 years of experience in autism school education, the teaching team has helped more than 70% of graduates transition to mainstream schools.

- **Target Group:** Children with autism aged 5-15
- **Student-Teacher Ratio:** 1 teacher to 2 students
- **Campus:** The Kowloon Bay campus commenced service in August 2022
- **Number of Student (2024):** 67 students

學校活動 2024 School Activities in 2024

多元課堂活動：真實情境學習與社區參與 Diverse Classroom Activities: Real-World Learning and Community Engagement

我們重視在真實場景中拓展學生的生活經驗與社會適應力。例如：學生在模擬牙科診所練習口腔檢查流程，減輕就診焦慮；參與舞麒麟體驗日，接觸傳統文化並嘗試擊鼓與穿戴表演；透過義工犬互動日，學習尊重生命、克服與動物接觸的陌生感；此外，學生也前往老人院探訪長者、參與海灘清潔，並走進香港電台錄製節目，在多元環境中培養表達能力與公民意識。

We place great importance on expanding students' life experiences and social adaptability in authentic settings. For example, students practiced oral check-up procedures in a simulated dental clinic to reduce anxiety about medical visits; participated in a Hakka Unicorn Dance Experience Day to engage with traditional culture through drumming and performance; and learned to respect life and overcome hesitancy around animals during Therapy Dog Interaction Day. Furthermore, students visited elderly homes, took part in beach clean-ups, and had recorded programs at Radio Television Hong Kong, cultivating their communication skills and sense of civic responsibility in diverse environments.

周五興趣班：才藝發展與技能培養

Friday Extracurricular Activities: Talent and Skill Development

學校每周五設有常規興趣班，系統化發展學生的專長與體能。鋼琴班依學生能力設計專屬課程，提升手眼協調與音樂表達；籃球班在專業教練指導下進行傳球、投籃等訓練，強化體能與團隊合作；此外，學校亦正式成立小童軍團，透過紀律訓練與團體活動，培養學生的責任感與社群歸屬。

The school runs regular extracurricular activities every Friday to systematically develop students' talents and physical abilities. The Glockenspiel Class offers customized instruction based on individual ability, enhancing hand-eye coordination and musical expression. The Basketball Class, led by professional coaches, focuses on passing, shooting, and other drills to build physical fitness and teamwork. Additionally, the school has officially established the Grasshopper Scout Troop, which fosters students' sense of responsibility and community belonging through discipline training and group activities.



12月22日：香港電台體驗日
Dec 22: RTHK Experience Day



6月20日：舞麒麟體驗日
Jun 20: Hakka Unicorn Dance Experience Day



3月：東九龍第1850旅童軍團正式成立
Mar: The 1850th East Kowloon Scout was officially established

學校活動 2024 School Activities in 2024

每月校外學習：走出課室、拓寬視野

Monthly Off-Campus Learning: Stepping Out of the Classroom, Broadening Horizons

我們定期組織校外學習日，帶領學生走進展館與社區場域，在真實環境中學習。學生曾參觀香港文化博物館認識本土歷史、在科學館探索物理與古生物奧秘、於九巴車廠了解巴士運作，並在展能藝術會科幻展中與經典角色互動。這些體驗不僅豐富課程內容，更在互動中激發學生的好奇心與世界觀。

We regularly organize off-campus learning days, taking students to museums and community venues for real-world education. Students have visited the Hong Kong Heritage Museum to learn about local history, explored the mysteries of physics and paleontology at the Hong Kong Science Museum, learned about bus operations at the KMB depot, and interacted with classic characters at the Arts with the Disabled Association Hong Kong's sci-fi exhibition. These experiences not only enrich the curriculum but also spark students' curiosity and worldview through interactive engagement.

年度班際活動：節慶文化與團體成長

Annual Inter-class Activities: Festive Culture and Community Growth

學校每年舉辦主題性班際活動，促進團體凝聚力與文化認知。班際運動會透過各類體育競賽激發學生的運動潛能與團隊精神。萬聖節派對由大學生實習生帶領面具製作、尋寶遊戲等互動環節；年度頒獎典禮為每位學生頒發個人化獎項，表彰其獨特進步與才能；兩日一夜戶外訓練營則透過團體炊事、遠足及攀石等活動，鍛煉學生的自理能力與團隊協作精神。

The school holds thematic inter-class activities each year to foster group cohesion and cultural awareness. The Sports Day ignited students' athletic potential and team spirit through various sports competitions. The Halloween Party, led by university interns, features interactive sessions like mask-making and treasure hunts. The Annual Awards Ceremony presents personalized awards to every student, recognizing their unique progress and talents. The two-day-one-night outdoor training camp develops students' self-care abilities and teamwork through group cooking, hiking, and indoor rock climbing activities.



8月27日：參觀科學館
Aug 27: Visit to the Hong Kong Science Museum



10月16及18日：參觀九巴車廠
Oct 16 & 18: Visit to the KMB Bus Depot



10月31日：萬聖節活動
Oct 31: Halloween Activities



10月8日至9日：戶外訓練營
Oct 8-9: Outdoor Training Camp



為15-25歲的自閉症青少年提供全日制的技能培訓，裝備他們迎接獨立自主的豐盛人生
Provides full-time skills training and personal enrichment for youth with autism aged 15-25, equipping them for an independent and fulfilling life



Aspire 青年發展中心於2021年成立，以自負盈虧的模式運作，為15-25歲的自閉症青年提供全日制技能培訓和全人發展課程，中心在課程活動中融入「漸進式應用行為分析」，為每名學員訂立個人化學習目標，協助他們發掘強項和興趣、培養獨立能力、建立社交網絡，並透過社區體驗及工作實習，裝備他們步向獨立自主的豐盛人生。

我們的核心課程系統化地圍繞實用學術、社交溝通、自我決策與執行能力，和獨立生活技能四大範疇展開，並透過工作培訓課程（包括職前培訓與多元實務體驗）及課餘興趣班，全面協助學員發掘潛能、培養職涯能力與建立社交網絡，裝備他們逐步邁向自主、豐盛的成年生活。

- 服務對象：15-25歲的自閉症青年
- 導師及學員比例：1位導師對2-3名學員
- 成立日期：2021年8月
- 學員人數(2024)：18

Established in 2021, Aspire Youth Development Center operates on a self-financing model, providing full-time skills training and holistic development programs for youth with autism aged 15-25. Aspire integrates Progressive ABA: AP Method™ with personalized learning goals set for each learner to help them discover their strengths and interests, develop independence, build social networks, and—through community experiences and work internships—equip them to step into an independent and fulfilling life.

The center's core curriculum is systematically built around four key areas: Practical Academics, Social Communication, Executive Functioning, and Independent Living Skills. This is further supported by the Vocational Training Program—including pre-employment training and diverse practical experiences—and extracurricular hobby classes.

Together, this comprehensive framework assists learners in unlocking their potential, developing career capabilities, establishing social connections, and progressively moving toward an autonomous and rewarding adulthood.

- **Target Group:** Youth with autism aged 15–25
- **Mentor-Learner Ratio:** 1 mentor to 2–3 learners
- **Established:** August 2021
- **Number of Learner (2024):** 18

2024 年中心活動 Center Activities in 2024

2024年，我們透過系列活動，在生活、興趣與職涯各層面支持學員成長：

In 2024, we supported our learners' growth across life, interests, and career prospects through a series of activities:

社區融合與生活體驗

Community Integration & Life Experiences

從南丫島遠足、騎行跨越跨灣大橋的體能挑戰，到探訪老人院、觀賞國際羽毛球賽事，以及與烏干達Watoto兒童合唱團的文化交流，這些活動有效拓展了學員的生活視野，提升了他們的社會參與感和自信心。

From physical challenges like hiking on Lamma Island and cycling across the TKO Cross Bay Link, to visiting elderly homes, watching international badminton tournaments, and engaging in cultural exchange with Uganda's Watoto Children's Choir, these activities effectively broadened learners' life horizons and boosted their social engagement and self-confidence.



1月25日：南丫島遠足
Jan 25: Hiking trip to Lamma Island



4月25日：探訪老人院
Apr 25: Elderly home visit



9月10日：觀賞國際羽毛球賽事
Sep 10: Watching an international badminton tournament



11月26日：Watoto 兒童合唱團來訪交流
Nov 26: Cultural exchange visit from the Watoto Children's Choir

2024 年中心活動 Center Activities in 2024

興趣與體能發展

Interest & Physical Development

我們重視學員的身心健康與興趣培養，今年開設的健身興趣班和彈床運動課程，不僅鍛鍊了學員的體能與協調性，更幫助他們探索個人興趣，豐富生活體驗。

We place great importance on our learners' physical and mental well-being and interest cultivation. The Fitness Hobby Class and Trampoline Exercise Program launched this year not only enhanced their fitness and coordination but also helped them explore personal interests and enrich their life experiences.

工作技能探索

Work Skill Exploration

學員在實戰中積累職場經驗，例如與社企合作進行咖啡包製作、於香港中文大學咖啡店完成為期六個月的實習，將課堂所學應用於真實工作場景，為未來就業奠定基礎。

Learners accumulated hands-on workplace experience through initiatives like collaborating with a social enterprise on coffee sachet production and completing a six-month internship at The Chinese University of Hong Kong café. These opportunities allowed them to apply classroom learning to real-world work settings, laying a solid foundation for future employment.



10月25日：彈床運動課程正式展開
Oct 25: Trampoline sports course officially commenced



12月：香港中文大學思源館完成為期六個月實習
Dec: Completed a six-month internship at the HKCU's S.Y. Hall Café



學員熟練掌握餐盤回收等實務技能
Learners proficiently mastered practical skills such as tray collection

公眾教育活動

Public Education Initiatives

2024年，APF以自閉症人士為中心，持續透過多元渠道，在家庭、機構及公眾三個層面積極推動社會對自閉症的認識、接納與共融。

In 2024, APF continued to place individuals with autism at the center of its efforts, actively promoting awareness, acceptance, and inclusion of autism across society through multiple channels at the family, institutional, and public levels.

家庭層面：強化家庭支援系統

Family Level: Strengthening the Family Support System

APF致力於將專業知識延伸至家庭，賦能家長成為孩子成長過程中最堅實的夥伴。年內，我們成功試行並圓滿結束了首個「爸爸ABA速成班」。八位父親在為期八周的課程中掌握了應用行為分析的核心技巧，回饋指出獎勵系統與情境演練顯著提升了親子互動品質。此計劃為APF未來擴展專為父親設計的服務、促進雙親協作奠定了重要基礎。APF將持續聆聽家長需求，結合專業治療與家庭協作，共同助力自閉症子女發展潛能。

APF is committed to extending professional knowledge to families, empowering parents to become their children's strongest partners in growth. Within the year, APF successfully piloted and concluded its first "ABA Fundamental Course for Fathers." Over an eight-week period, eight fathers mastered core Applied Behavior Analysis techniques. Their feedback indicated that the reward systems and situational practice significantly enhanced the quality of parent-child interactions. This initiative has laid a crucial foundation for APF to expand future services designed specifically for fathers and to promote collaborative parenting. APF will continue to listen to parental needs, integrating professional therapy with family collaboration to jointly support the development of children with autism.



7月：首屆爸爸應用行為分析基礎課程圓滿結束
Jul: The first Father's ABA Foundation Course concluded successfully



參與父親在為期八周的課程中掌握 ABA 核心技巧
Participating fathers mastered core ABA skills during the eight-week program

機構及企業層面：促進專業交流與實踐社會責任

Institutional and Corporate Level: Fostering Professional Exchange and Practicing Social Responsibility

APF積極與大專院校、企業及社福機構結盟，將自閉症意識融入專業發展與企業文化。

專業教育與交流：APF為大學生舉辦的「三日自閉症支援工作坊」順利完成，促成基層自閉症兒童與逾四十名大學生深度交流。奧柏學校校長陳恩婷女士應邀出席香港樹仁大學圓桌會議，與業界同仁深入探討對特殊教育需要家庭中父親角色的支持策略。

企業慈善合作：透過多元化的企業義工活動，我們將社會責任轉化為具象的關懷。例如，與華潤物業管理有限公司合作舉辦的「復活節藝術工作坊」及「多元化音樂工作坊」，讓孩子們在創作與音樂中快樂學習；與Wellington Management Hong Kong合辦的「繽紛聖誕繪樂」，為基層家庭創造了溫馨的節日回憶。此外，APF亦參與AEON「幸福的黃色小票」公益活動，讓Aspire學員在宣傳中實踐社會參與。

APF actively partners with tertiary institutions, corporations, and social welfare organizations to integrate autism awareness into professional development and corporate culture.

Professional Education and Exchange: The "Three-Day Autism Support Workshop" for university students was successfully completed, facilitating in-depth exchange between children with autism from underprivileged backgrounds and over forty university students. Ms. Abbie Chan, Principal of AP School, was also invited to participate in a roundtable discussion at Hong Kong Shue Yan University, engaging with industry peers to explore support strategies for the role of fathers in families with SEN.

Corporate Charitable Collaboration: Through diverse corporate volunteer activities, APF translates social responsibility into tangible care. For example, the "Easter Art Workshop" and "Diverse Music Workshop" held in collaboration with China Resources Property Management allowed children to learn joyfully through creation and music. The "Colorful Christmas Bake & Craft" co-organized with Wellington Management Hong Kong created warm festive memories for families from underprivileged backgrounds. Furthermore, APF participated in the AEON "Yellow Ticket" community initiative, providing Aspire learners with the opportunity to practice social participation through promotional activities.



4月：「三日自閉症支援工作坊」
Apr: Three-day Autism Support Workshop for university students



3月23日：「復活節藝術工作坊」
Mar 23: Easter Art Workshop



2月26日：香港樹仁大學圓桌會議
Feb 26: HKSYU's roundtable conference



12月7日：「繽紛聖誕繪樂」
Dec 7: Colorful Christmas Baking & Painting event

公眾層面：發動社區參與，倡導社會共融

Public Level: Mobilizing Community Participation and Advocating for Social Inclusion

我們舉辦大型公眾活動，廣泛凝聚社區力量，倡導包容文化。

響應聯合國自閉症關注月，APF於4月27日成功舉辦首屆「慈善步行」，近九十名參加者無懼天氣完成挑戰，活動充分展現了社區凝聚力與自閉症人士貢獻社會的能力。

年度盛事「APF慈善晚宴」於11月9日圓滿舉行，轄下三個服務單位的學員呈獻了精彩表演，近二百位賓客支持，所籌款項將全數用於為基層自閉症兒童提供服務，實踐社會共融的承諾。

透過上述不同層面及形式的努力，APF在2024年持續搭建理解與接納的橋樑，與社會各界攜手為自閉症人士構建更包容的未來。

APF organizes large-scale public events to broadly unite community strength and advocate for a culture of inclusion.

In response to the United Nations World Autism Awareness Month, APF successfully held its first "Charity Walk" on April 27. Nearly ninety participants completed the challenge undeterred by the weather, fully demonstrating community cohesion and the ability of individuals with autism to contribute to society.

The flagship annual "APF Charity Gala Dinner" was successfully held on November 9. Learners from APF's three service units delivered wonderful performances, with nearly two hundred guests in attendance. All funds raised will be used entirely to provide services for children with autism from low-income families, fulfilling the commitment to social inclusion.

Through these multi-level, multi-form efforts in 2024, APF continued to build bridges of understanding and acceptance, working hand-in-hand with all sectors of society to create a more inclusive future for individuals with autism.



4月27日：「APF慈善步行」
Apr 27: APF Charity Walk



Aspire學員及其家人均積極參與
Aspirers and their families participated enthusiastically



11月9日：「APF慈善晚宴」
Nov 9: APF Charity Gala Dinner



賓客積極參與慈善拍賣
Guests actively participated in the charity auction

APF 團隊

Staff Team



APF轄下所有服務單位均以「漸進式應用行為分析」(AP教學法)為核心提供服務。為確保此高度專業的治療方法能有效實踐, APF建立了一套嚴謹的人才培訓與專業發展體系。

深厚的專業師資與督導

APF的服務質量由資深團隊引領。各服務單位的校長、治療總監、課程顧問及資深主任均持有國際認證行為分析師(BCBA)資格,且在應用行為分析領域擁有超過十年的教學與臨床經驗。他們的核心職責之一,是為學校及中心的教師與治療師提供AP教學法的系統培訓與持續臨床督導,確保教學理念與干預策略的準確執行和不斷優化。

嚴格的從業資格與培訓

APF的所有教師及治療師均擁有學士或以上學歷。在正式投入服務前,每人必須完成160小時的AP教學法初階培訓。在其首年工作期間,更須接受資深團隊提供超過450小時的密集在職督導,以確保治療質量與個人專業成長。

All service units under APF provide services centered on "Progressive ABA: AP Method™". To ensure the effective implementation of this highly specialized teaching approach, APF has established a rigorous system for talent training and professional development.

Expert Leadership and Supervision

APF's service quality is guided by a team of seasoned professionals. The principal, clinical directors, curriculum consultants, and senior supervisors across our service units all hold the credential of Board Certified Behavior Analyst (BCBA) and possess over a decade of teaching and clinical experience in the field of ABA. One of their core responsibilities is to provide systematic training in the AP Method and ongoing clinical supervision to teachers and therapists in our schools and centers. This ensures the accurate execution and continuous refinement of teaching philosophies and intervention strategies.

Rigorous Qualifications and Training

All teachers and therapists at APF hold a bachelor's degree or higher. Before formally commencing service, each individual must complete 160 hours of foundational training in the AP Method.

During their first year of work, they are required to receive over 450 hours of intensive on-the-job supervision from the senior team to ensure therapeutic quality and personal professional growth.

2024 年團隊規模

截至2024年12月31日,APF共有92名全職同工,其中直接提供教學與治療服務的專業團隊達80人,具體分布如下:

- 奧柏學校教師: 53人
- 治療及支援中心治療師: 16人
- 青年發展中心導師: 11人

其餘12名同工則負責行政、機構發展及傳訊等支援職務。

促進創新的內部培訓

APF深信團隊的創造力能直接豐富學員的學習體驗。例如在10月17日,APF舉辦了「扭氣球學習日」,跨單位的教師與治療師共同學習氣球藝術,並計劃將此趣味技能融入未來的教學情境中,以更生動的方式啟發自閉症學童。

Team Size in 2024

As of December 31, 2024, APF had a total of 92 full-time staff members. Among them, 80 professionals are directly involved in providing teaching and therapy services, distributed as follows:

- AP School Teachers: 53
- Therapy and Support Center Therapists: 16
- Youth Development Center Mentors: 11

The remaining 12 staff members are responsible for support functions such as administration, organizational development, and communications.

Fostering Innovation Through Internal Training

APF firmly believes that our team's creativity can directly enrich our learners' experiences. For example, on October 17, APF organized an internal "Balloon Twisting Learning Day," where teachers and therapists from across different units came together to learn the art of balloon twisting. The team plans to integrate this fun skill into future teaching contexts to engage children with autism in a more dynamic and inspiring way.



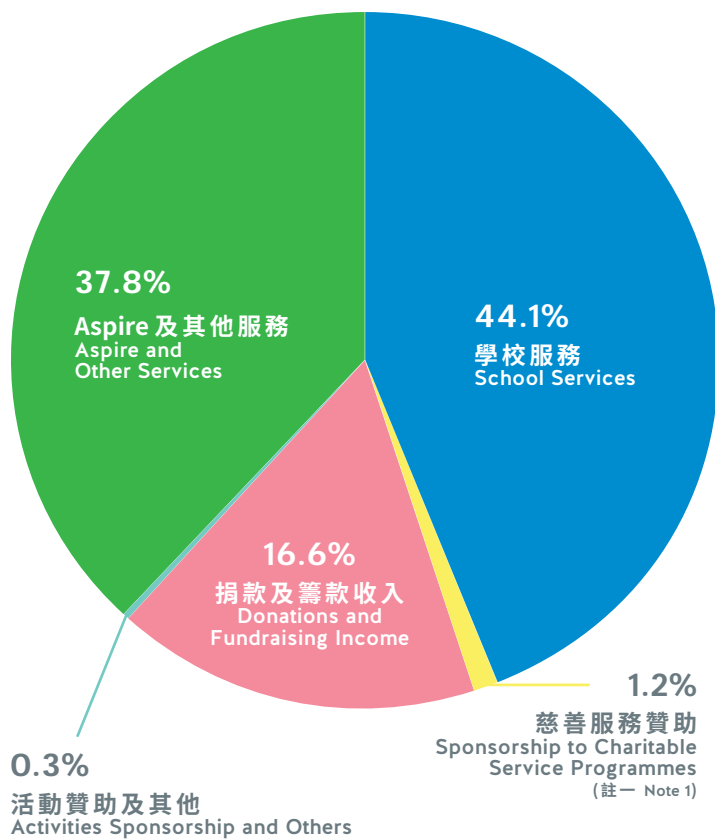
10月17日:舉辦「扭氣球學習日」
Oct 17: Balloon Twisting Learning Day

財務摘要

Financial Highlights

收入

Income



	HKD (港幣)
學校服務 School Services	\$18,430,806
慈善服務贊助 Sponsorship to Charitable Service Programmes	\$501,420
捐款及籌款收入 Donations and Fundraising Income	\$6,949,921
活動贊助及其他 (註一) Activities Sponsorship and Others (Note 1)	\$136,167
Aspire 及其他服務 Aspire and Other Services	\$15,815,115

總收入 Total Income **\$41,833,429**

刊載於本年報截至 2024 年 12 月 31 日的數字和財務資料並非本機構該年度的法定財務報表（“報表”）。

根據《公司條例》（“條例”）第 436 條，有關報表的進一步資料披露如下：

1. 本機構已按照條例第 662(3) 條及附表 6 第 3 部分要求，向公司註冊處提交該年度的報表；
2. 本機構之核數師已對該年度的報表發出報告；
3. 核數報告並無保留意見；不包括核數師在不提出保留意見情況下以強調方式促請注意的任何事項；亦不包含根據條例第 406(2)，407(2) 或 (3) 條下的陳述。

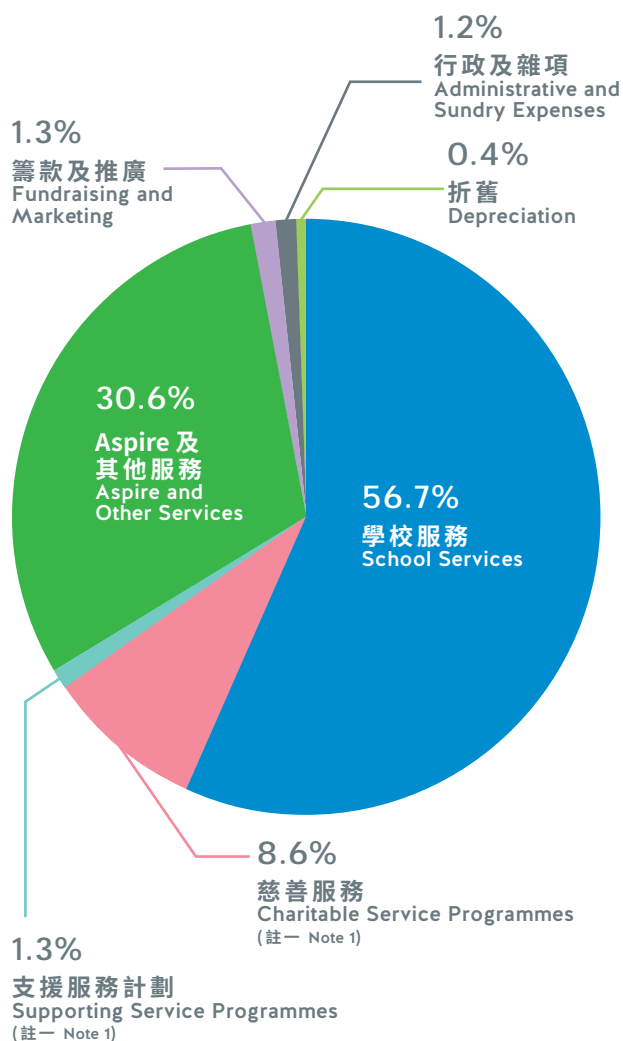
The figures and financial information relating to the year ended 31st December 2024 included in this Annual Report are not the Organisation's statutory annual financial statements (“FS”) for that year.

Further information relating to those FS required to be disclosed in accordance with section 436 of the Companies Ordinance (“CO”) is as follows:

1. The Organisation has delivered those FS to the Registrar of Companies as required by section 662(3) of, and Part 3 of Schedule 6 to, the CO;
2. The Organisation's auditor has reported on those FS;
3. The auditor's report was unqualified; did not include a reference to any matters to which the auditor drew attention by way of emphasis without qualifying its report; and did not contain a statement under sections 406(2), 407(2) or (3) of the CO.

註一：支持在治療及支援中心推行的慈善服務計劃
Note 1: For supporting charitable service programmes at Therapy and Support Center

支出 Expenditure



	HKD (港幣)
學校服務 School Services	\$23,228,409
慈善服務 (註一) Charitable Service Programmes (Note 1)	\$3,526,497
支援服務計劃 (註一) Supporting Service Programmes (Note 1)	\$552,012
Aspire 及其他服務設置 Aspire and Other Services Setup	\$12,524,303
籌款及推廣 Fundraising and Marketing	\$523,736
行政及雜項 Administrative and Sundry Expenses	\$483,907
折舊 Depreciation	\$146,340

總支出 Total Expenditure **\$40,985,203**

資產 Assets

	HKD (港幣)
非流動資產 Non Current Assets	\$1,136,775
• 物業、廠房及設備 Property, plant and equipment	
流動資產 Current Assets	
• 按金、預付款和其他應收款 Deposits, prepayments and other receivables	\$2,985,051
• 應收關聯方款項 Amount due from a related party	-
• 現金及銀行存款 Cash and bank balances	\$7,831,672
	<u>\$10,816,723</u>
流動負債 Current Liability	
• 應計及其他應付賬款 Accruals and other payables	\$6,401,177
流動資產淨值 Net Current Assets	<u>\$4,415,546</u>
資產淨值 Net Assets	<u>\$5,552,321</u>

鳴謝

Acknowledgments

機構 Organisations

24/7 Fitness

AEON Stores (Hong Kong) Co. Limited

Autism Partnership Limited

Bella Art Limited

Boom Art Design

China Resources Property Management
Limited Volunteer Team

Cityplaza

CLSA Ltd

Crown Wine Cellars

Eternal Eight Limited

GA Club

Ginsberg + Chan Wine Merchants Asia

Goldman Sachs Gives

Homeque Furniture

Hong Kong Disneyland Resort

LightHouse Association

L'Oreal Hong Kong Ltd

Rare Whisky Holdings

Si Yuan Amenities Centre

Soul Arts Exchange Charity Association

TABLE by Sandy Keung

The Harbour Grand Hong Kong

The Hong Kong Golf Club Charitable
Foundation Limited

The PCD Charitable Trust

The Spin Club

Today Plus

Wellington Management Foundation

Whirlpool Hong Kong

Yiminghay Official International Fan Club
Limited

Zang Zong-Son and Soluna Fine Art

個人 Individuals

Benny Leung & Michael Cheung

David Louie

David Spencer

Hugh Abdullah

Jangho Park

Justin family

Mr. Michael A. Choa

Mr. Ng Check Hang

Stephen King

Sunil Balani

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