

2021



2022



TRUE LIGHT GIRLS' COLLEGE
ANNUAL REPORT

1. Our School

1.1 School Profile

True Light Girls' College is an aided Christian EMI girls' secondary school established in 1973 to commemorate the centenary of the True Light Alma Mater, to realize the vision of the True Light founder, Harriet Noyes, for developing quality education with English as the learning and teaching medium in Hong Kong. There are 24 standard classrooms for all the classes in the school. In order to cater for the needs of learning of different subjects, the school is equipped with 17 special rooms including Geography Room, Digital Creative Arts Centre, Computer Room, e-Learning Centre, Cookery Room, Needlework Room, Language Room, Library, Student Activity Centre, Music Room, STEM Education Centre, Chapel and School History Archive, Student TV Studio and four laboratories. Gardens and a fish pond were built in the campus to provide a green and cozy environment for the students. There have been a lot of improvements in our campus environment and teaching facilities over the past few years. The school hall, mini-hall, canteen, all classrooms and special rooms are air-conditioned and each equipped with computer, LCD projector, visualizer and screen for interactive teaching and learning purposes. Wireless Local Area Network (WLAN) has also been launched to cover the whole campus.

1.2 School Motto, Vision & Mission

1.2.1 School Motto

Thou art the light of the world

1.2.2 Vision of the School

We inspire our students to

Think independently,

Learn proactively,

Grow in love and

Contribute to society.

1.2.3 Mission of the School



To develop students' analytical and critical thinking skills and their academic and cognitive abilities.



To cultivate students' enthusiasm for the pursuit of knowledge, physical fitness, social skills and aesthetic appreciation to lay a good foundation for life-long learning.



To lead students to live in God's love and walk in the right path guided by Christian values.



To establish with students their goals in life so as to shine forth as the light of the world.

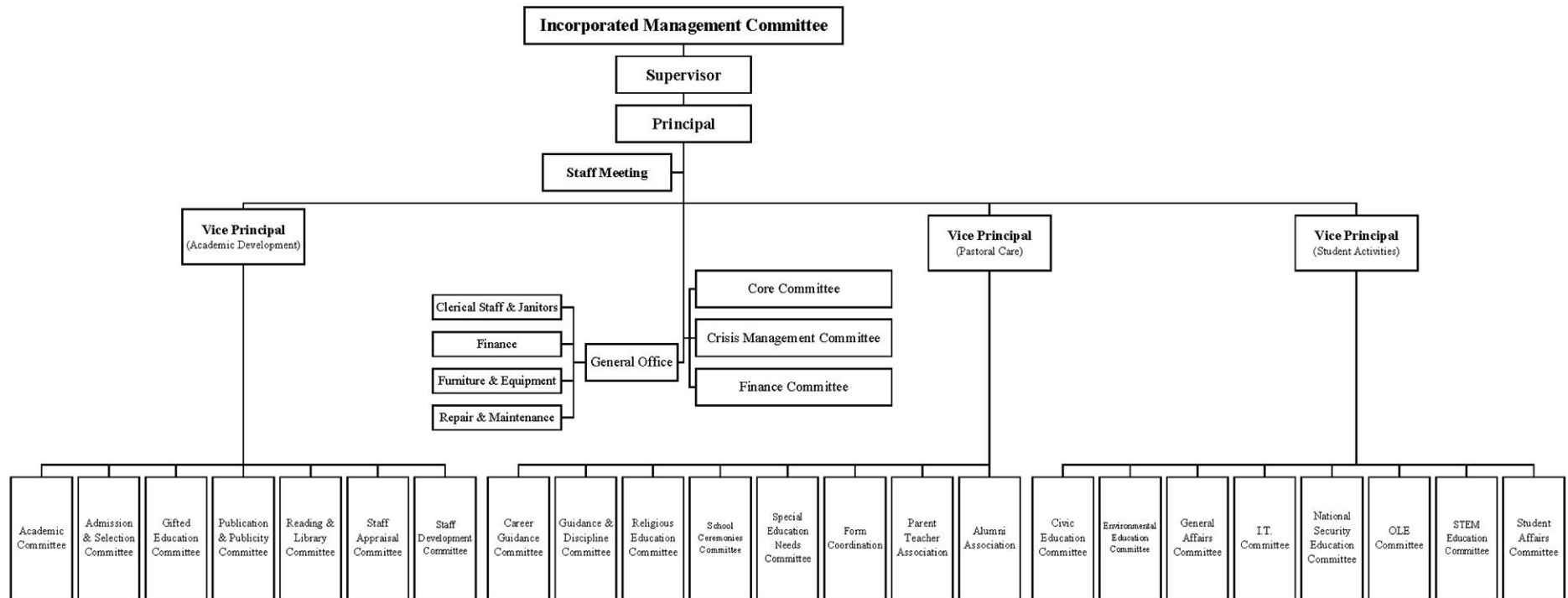
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1.3 School Management

1.3.1 Incorporated Management Committee

The Incorporated Management Committee (IMC) has been set up in September 2011. The composition of the IMC includes sponsoring body managers, elected parent, teacher and alumni managers, the Principal and independent managers.

1.3.2 School Organization Chart (21-22)



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1.3.3 Teachers' views on School Management and Professional Leadership

Teachers' view on EDB Stakeholder Survey	Score (1-5)
School Management	3.9
Professional Leadership of Senior Management	4.0
Professional Leadership of Middle Management	3.8

The teachers are in general satisfied with the school management and the professional leadership of the senior and middle management.

1.4 Number of Active School Days

	Year 2021-2022
The number of days in a school year with regular classes.	143
The number of days in a school year with learning activities organized for the whole school or whole-class level of students.	32
The number of examination days	20

1.5 Curriculum

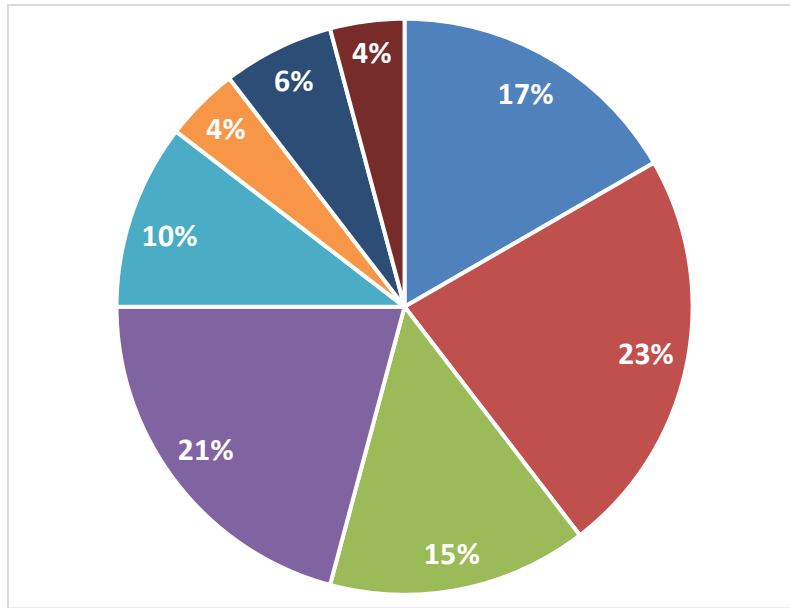
The formal curriculum offered by the school in the 2021-2022 school year is listed below:

Subject	S.1	S.2	S.3	S.4	S.5	S.6
Chinese Language Education						
Chinese Language	*	*	*	*	*	*
Chinese Literature				*	*	*
Putonghua	*	*	*			
English Language Education						
English Language	*	*	*	*	*	*
Mathematics Education						
Mathematics	*	*	*	*	*	*
Mathematics Ext Part 1 & 2				*	*	*
Personal, Social & Humanities Education						
Geography	*	*	*	*	*	*
History	*	*	*	*	*	*
Economics				*	*	*
Chinese History	*	*	*	*	*	*
Citizenship and Social Development				*		
Liberal Studies					*	*
Life & Society	*	*	*			
Religious Education	*	*	*	*	*	*
Career Education				*	*	

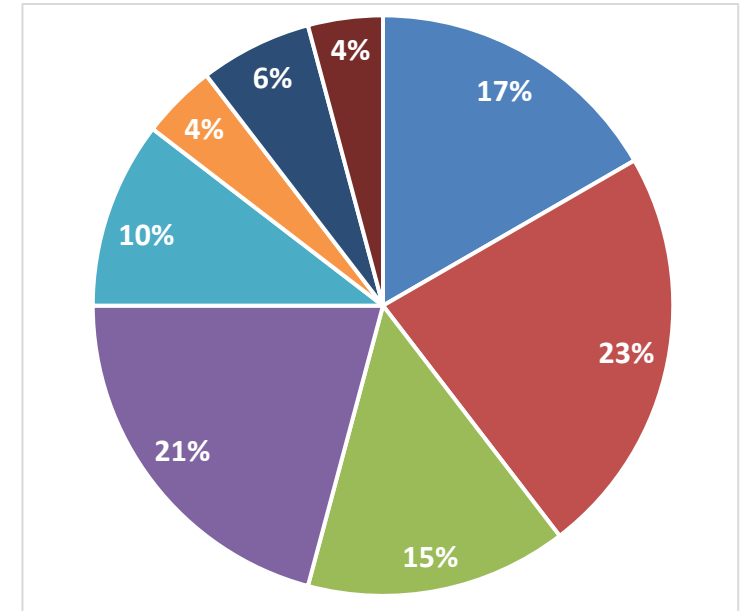
Subject	S.1	S.2	S.3	S.4	S.5	S.6
Science Education						
Science	*	*	*			
Physics				*	*	*
Biology				*	*	*
Chemistry				*	*	*
Technology Education						
Computer Literacy	*	*	*			
Home Economics	*	*				
Business Fundamentals			*			
Information and Communication Technology				*	*	*
Business, Accounting and Financial Studies				*	*	*
Physical Education						
Physical Education	*	*	*	*	*	*
Arts Education						
Music	*	*	*			
Aesthetic Development				*	*	*
Visual Arts	*	*	*	*	*	*

1.6 Lesson Time for the 8 Key Learning Areas for S1-S3 (2021-2022)

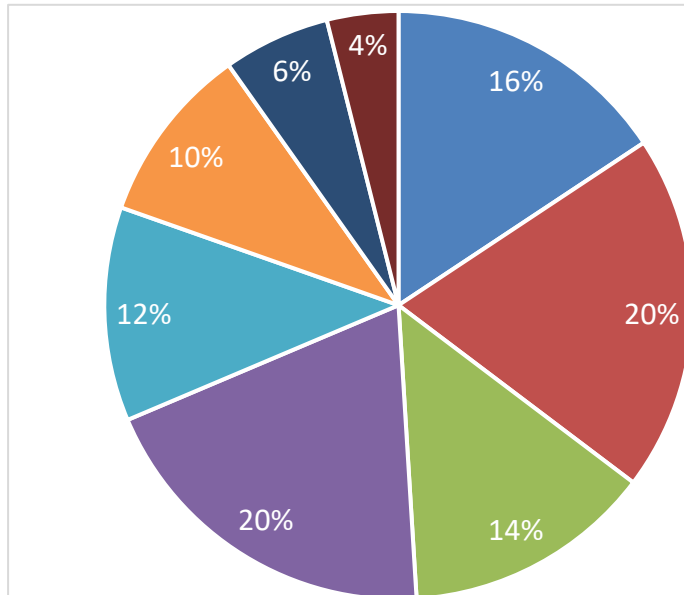
S1



S2



S3



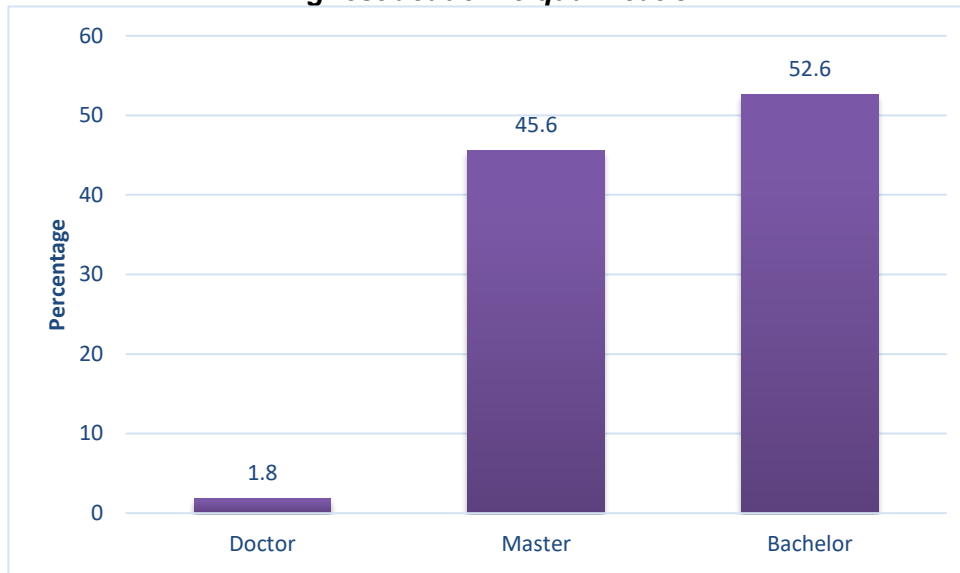
- Chinese Language Education
- English Language Education
- Mathematics Education
- Personal, Social & Humanities Education
- Science Education
- Technology
- Arts Education
- Physical Education

Remarks:

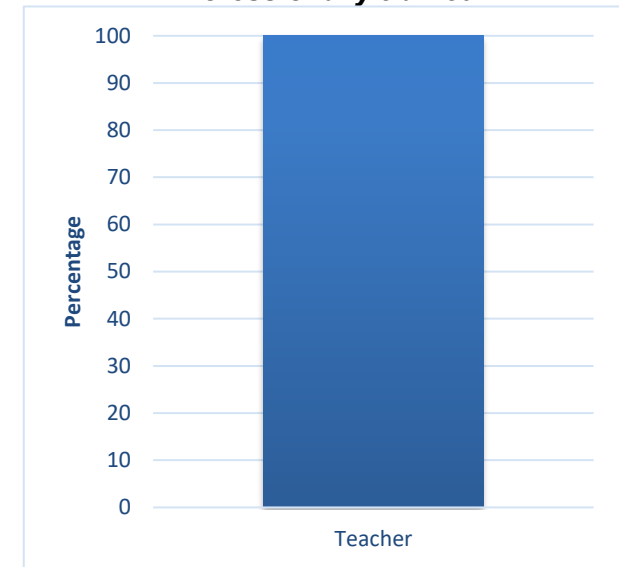
- Half Day School due to Covid-19 pandemic.
- 48 periods per cycle for S1 & S2
- 51 periods per cycle for S3

1.7 Staff Profile (2021-2022)

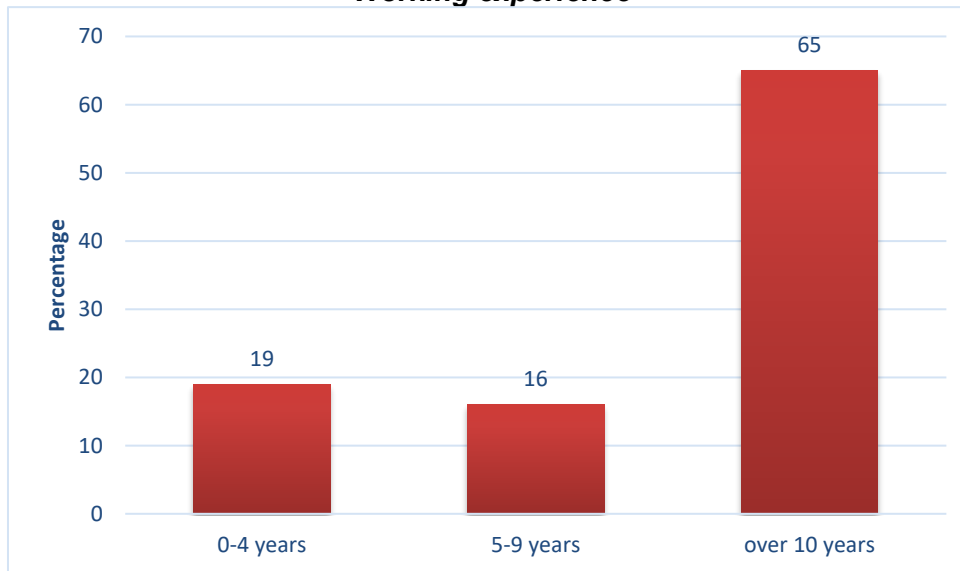
Highest academic qualification



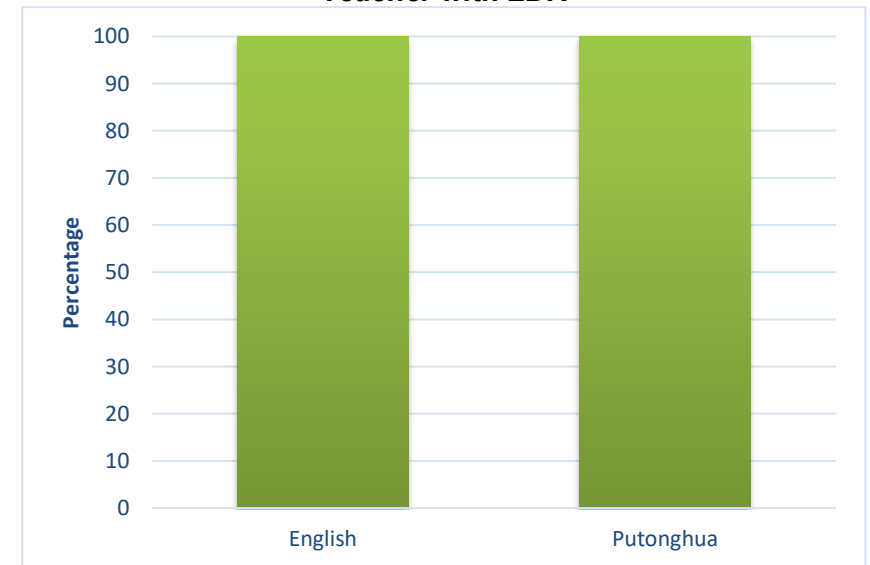
Professionally trained



Working experience



Teacher with LDR



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1.8 Professional Development of Teachers

1.8.1 Staff Development Programmes organized by the School

Programme	Details	Date / Time	Organizer
Mentoring Programmes for Newly-Recruited Teachers	New Teachers' Orientation	23/8/2021	Staff Development Committee
	Mentoring Programmes for New Teachers	9/9/2021	
	Workshop on Using Websams	28/10/2021	
	Programme: Sharing on Teaching Experiences	10,14/12/2021	
	Programme: Handling Examination Invigilation	17/5/2022	
Staff Development Programmes	Programme: Handling Students' Problems		
	Teacher Retreat	25/8/2021	Religious Education Committee
	School Based Programmes – Case Study of SEN students	25/8/2021	Staff Development Committee
	National Security Education Talk	26/8/2021	Staff Development Committee
	Teacher Wellness Med Program	26/8/2021	The HK Polytechnic University
	Year Theme Sharing – I love True Light	27/8/2021	Staff Development Committee
	Teacher sharing – Legal liability of School and Catering for Learning Diversity		
	Learning and Teaching Sharing – E-learning tools		
In-house Staff Development Days	School Based Programme – Catering for the need of students after resuming half-day face-to-face classes	10/5/2021	Learning Support Committee
	Part 1: Video Viewing (Hichki) and Reflection on Learning and Teaching Strategies	12/1/2022	Staff Development Committee
	Part 2: Workshop on Spring Scroll Writing		
	Part 1: Talk on Vocal Health	8/7/2022	Staff Development Committee
Joint-School Staff Development Days	Part 2: Workshops and Interest Classes (flying drone, photography, recycle bags, fun with sports, art therapy)		
	CCC Staff Development Day	18/2/2022	The Association of Heads of Schools of the Church of Christ in China
	The 150th School Anniversary of True Light Knowledge Fair on Value Education	7/5/2022	EDB and True Light Schools

1.8.2 Continuing Professional Development (CPD) hours of Principal and Teachers

	Total no. of CPD hours of Principal	Total number of CPD hours of teachers	Average number of CPD hours of teachers
Hours	158	1586	29.6

1.8.3 Teachers' view on professional development

EDB Stakeholder Survey	Score (1-5)
Teachers' view on professional development	3.9

Various professional development activities were arranged to equip teachers for performing their duties. Updated information and knowledge about education reform was provided and professional sharing was facilitated. Teachers reflected that even more tailor-made professional development programmes for individual groups of teachers were expected in future.

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1.9 Student Population

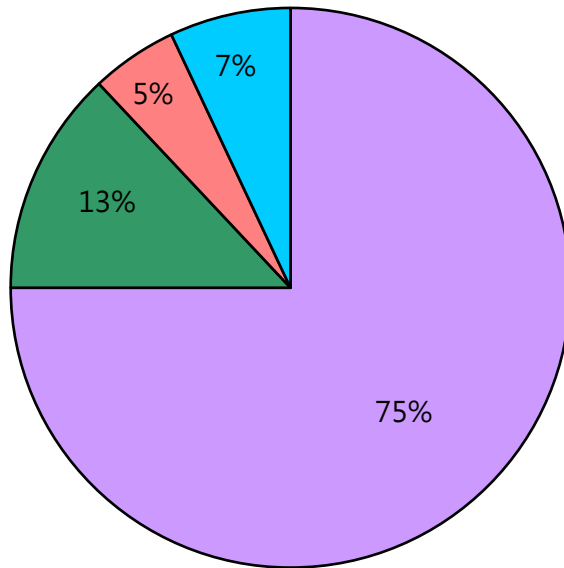
Year 2021-2022	S1	S2	S3	S4	S5	S6	Total
No. of Class	4	4	4	4	4	4	24
No. of Student	125	121	121	114	114	114	709

1.10 Students' Attendance

Year 2021-2022	S1	S2	S3	S4	S5	S6	Total
Students' attendance rate (%)	99.3	99.1	97.9	97.8	95.7	93.5	97.2

1.11 Destination of Exit Students

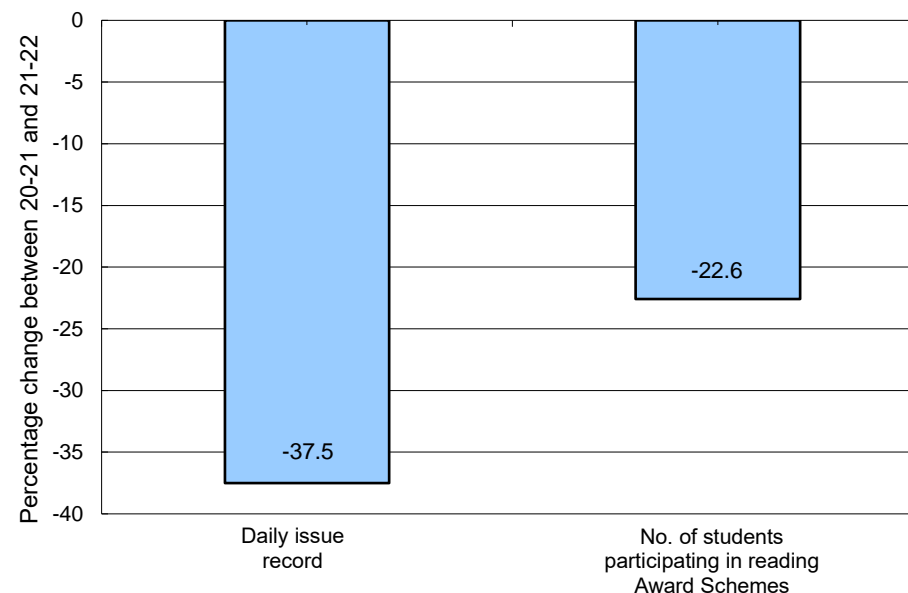
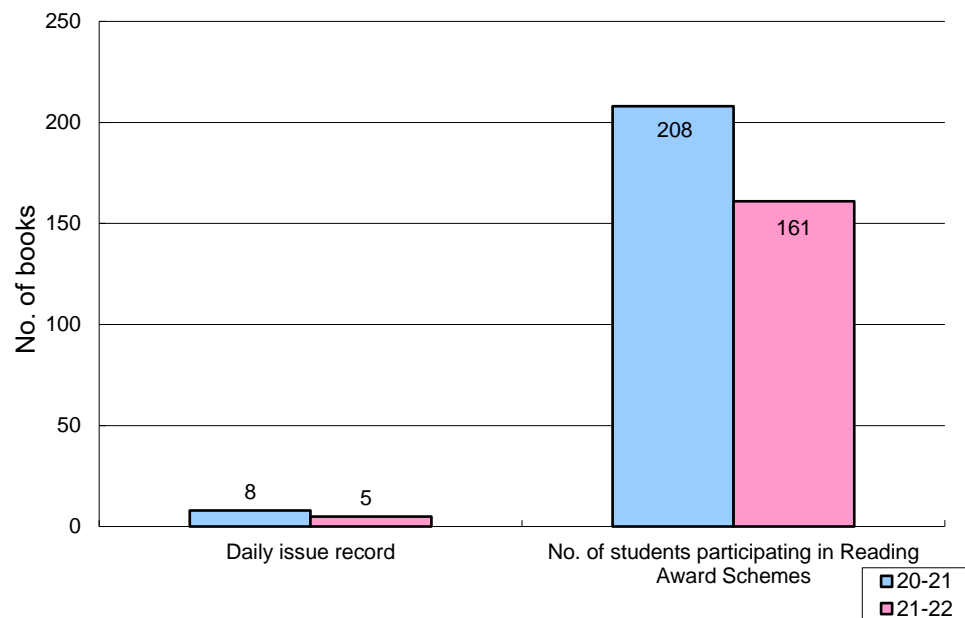
S6



	No. of students
(i) Local university course	84
(ii) Local full time diploma / Associate degree	15
(iii) Oversea studies	6
(iv) Repeat S6 / Retake DSE / Others	8
Total	113

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1.12 Students' Reading Habit



	S1-S3	S4-S6
Average no. of reading materials borrowed from the school library per student per year	1.2	1.3
Percentage of students having a reading frequency of at least once a week	100%	100%

With the introduction of S1 and S2 classroom library and the active promotion of eBooks, students had more sources to borrow books to read which lowered the daily usage record of the library. Due to the COVID-19 pandemic and half day school, students were more likely to read eBooks, as a result, the daily usage record of the library had decreased.

1.13 Students' Physical Development

Year 2021-2022	Age 14	Age 15
Average of total score of the 3 fitness items for S3 students	3.4	4.0
Percentage of S3 students within the acceptable weight range	71	58

2. Achievements and Reflection on Major Areas of Concern

2.1 True Light Education Cultivation

2.1.1 Achievements

Our school has been putting prime emphases on nurturing our students with quality education to enable them to 'shine forth as the light of the world, and this school mission is to be fulfilled primarily through the 'True Light Education Cultivation' in our students and teachers, which is stated as the first major concern in the School Development Plan (2017-2022). Notable achievements were made, in areas including setting up the True Light Education framework, nurturing qualities of True Light students, enhancing the capacity of teachers to carry out True Light Education, and enhancing the school spirit through celebration programmes.

On setting up True Light Education framework,

- ✧ A staff development program was held on 25th August 2021 to further enhance teacher's understanding on the True Light Education framework. Furthermore, the framework was disseminated to students in the beginning of the school year.
- ✧ Two of the twelve True Light qualities in the framework will be stressed as year theme each year. Students are expected to be inspired by all the twelve qualities and build the correct moral values when they graduate from the school after six years.
- ✧ The framework was reviewed and updated with minor amendments
- ✧ A wide array of events and activities have been arranged to promote the School Year Theme (2021-2022) – "I Love True Light" which includes True Light Campus Photo Contest in November 2021, "Light Up True Light" art therapy workshop in December 2021, School Year Theme Board Displays in Mini Hall. After attending these events, students understood more about our school motto and had a better sense of belonging to the school.

On nurturing qualities of True Light students,

- ✧ Discussions in reviewing and modifying the guidelines for class teachers would be carried out in the next academic year.
- ✧ Due to the unusual circumstances related to the pandemic, students were required to attend half day school. Therefore, there was not enough room for arranging class periods. Class periods would be allocated to help the students to develop their True Light qualities in the coming academic year.

On enhancing the capacity for teachers to carry out True Light Education,

- ✧ Teacher mentors were recruited and selected for upholding True Light legacy. A teacher mentorship programme was conducted on 23rd August 2021. An experienced retired teacher who got the teacher commendation award for more than eight years was invited to share her teaching experience in True Light with our new teachers.
- ✧ Five workshops and interest classes conducted by our staff were held on 8th July, 2022. Teachers with same interest were group together to learn and play under the guidance of different colleagues. Most teachers enjoyed the activities and team spirit was fostered.
- ✧ All the teachers joined the 150th School Anniversary of True Light Knowledge Fair on Value Education on 7th May 2022 at Kowloon True Light School or zoom. Through the sharing of staff from four True Light schools, our teachers' knowledge on True Light Education was further enhanced.

2.1.2 Reflection

- ✧ The True Light Education framework was tried out this year. Review and modification were done. New relevant programmes will be launched to promote the education in all ways so as to enable teachers and students to understand the spirits of the True Light Education.
- ✧ Through promoting True Light Education to teachers and students this year, the sense of belonging to the school among them and understanding of True Light Education were further enhanced. It is hoped that the framework can be disseminated to parents and alumni in the coming academic year so that they can understand more about the True Light Education Framework. As a result, all stakeholders can participate in the promotion of True Light Education.
- ✧ Due to the unusual circumstances related to the pandemic, most of the traditional activities of True Light were suspended. It is suggested to restart and rejuvenate the traditional activities next year so as to maintain a positive, harmonious school atmosphere and promote the sense of belonging to the school.
- ✧ The roles of class teachers and the teacher mentorship programme are two of our foci in the upcoming school year to sustain the True Light Education to both students and teachers.

2.2 Learning Effectiveness Enhancement

2.2.1 Achievements

The school year of 2021-2022 was still a challenging year to both teachers and students. The COVID-19 pandemic throughout the year had inevitable impact on learning and teaching effectiveness. However, our school managed to try our very best to realize the three major foci in Learning Effectiveness Enhancement in this 5-year School Development Plan (2017 – 2022). Refined and effective measures were sketched and taken to enhance students' learning abilities, which included well-developing their self-directed learning habits, skills and practices, as well as well-catering for their learning diversities at school and at home. The steady, persistent and cooperative effort made by the whole teaching staff in carrying out the corresponding tasks and strategies had greatly and effectively benefited students in their pursuit of study and learning in school and at home.

On developing students' self-directed learning habits, skills and practices,

- ✧ students were very much facilitated in their making use of self-directed learning habits and skills in their study, since
 - students were given easy access to iPads, apps, E-Learning Centre or Computer Room for their self-explorative learning activities. The iPads were provided for loans to students in needs during class suspension;
 - self-directed learning materials, packages and software had been prepared for students by different subject panels, and they were conveniently accessible to students in the school intranet and the school library;
 - About 79% of the respondents in the year-end survey agreed that e-Learning practices had been widely disseminated in lessons of different subjects, both academic subjects and cultural subjects especially during the suspension of face-to-face classes;
 - the use of ZOOM meeting, Google classroom and eClass were still the major learning means in this school year. The teachers made use of these channels to deliver their lessons and online assessments to students;
 - sharing sessions for teachers on updated mobile technologies and relevant pedagogies had been held in occasions like common free periods and panel meetings and even staff meetings;
- ✧ the Student TV was effectively made use of to promote students' self-directed learning through either producing or viewing the Student TV programme, as:
 - the production teams of the Student TV had been making enormous and enthusiastic efforts to produce and broadcast 5 Student TV programmes, including educational ones, which were viewed by students at home. At least 65.6% respondents watched at least one programme last year;
 - the Student TV members had also been ready to provide help and technical advice to some academic societies in producing programmes for self-directed learning.
- ✧ reading for self-directed learning to learn was strategically and quite effectively promoted, as
 - students were advised to subscribe the free HyRead eBooks provided by the Hong Kong Public Library, and suitable eBooks and links to read electronic English magazines and classic English books were provided through eClass, for students to have eReading in any place at any time to facilitate their self-directed learning;
 - the class libraries in S1 and S2 classrooms and the book shelves for book crossing on the second floor were not in use during the school year in order to avoid sharing objects among students;
 - prescribed reading lists for students were prepared and provided by subject teachers. 83% respondents found these lists were helpful in enhancing their self-directed learning;
 - some inter-school reading activities and reading-related activities, such as talks by writers and book exhibition were run smoothly.

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On catering well for students' learning diversities in class and after class,

- ✧ students' English language ability was strengthened for their learning with English as the medium of instruction by
 - organizing both pre-S1 English bridging / enhancement course for the new S1 students to strengthen their English language ability, and to nurture them with good learning attitudes and the necessary study skills;
 - providing S1 students with a vocabulary list of classroom language to help them adapt to the English rich environment;
 - students with bottom ranking in English in the mid-year examination were given remedial exercises to uplift their English language abilities, and many of them had improved their subject ranking in the final examination;
- ✧ students were helped since S1 to better prepare for and adapt to learning in school, as
 - new S1 students were nurtured with good learning attitudes and necessary skills through the pre-S1 Bridging Course. Almost 90% respondents in the survey agreed to the objectives achieved after the course. This proved that the support was well-received by the students;
 - cooperative learning skills were introduced to S1 students through Life and Society lessons, and elements of cooperative learning were included in lessons of many other subjects in S1, like English Language, History, Geography and Science. 87% respondents found these skills had helped them to learn better at school;
- ✧ subject teachers had been adopting suitable teaching strategies in classrooms to cater for learning diversities, like
 - setting graded questions and differentiated tasks or exercises to help students of diverse abilities to learn more effectively had become commonly used strategies of subject teachers;
 - asking high order thinking questions in class, and setting bonus questions in class and in assignments and assessments for high achieving students;
 - 87.8% respondents agreed that their learning skills and needs had been well catered for and enhanced in lessons, assignments and assessments with graded questions and exercises.
- ✧ different school-based measures were implemented to cater for learning diversities, like
 - self-initiated professional sharing among teachers on catering for learning diversities were conducted in panel meetings or discussions during the Common Free Periods (CFP);
 - data analyses of examination results of students in S2 to S4 were done by the Data Analysis Working Group as studies of students' learning diversities to help subject teachers work out suitable strategies to cater for the diverse leaning needs of students;
 - offering pullout and off-site programmes for high-achieving senior secondary students to further enhance their learning abilities, like "English Debate Course", "Excellence in Chinese Writing and Composition" Workshop, "Enhancement Course on Chinese Language for High Achievers in S6", "Excellence Courses for able students in Mathematics", "Enhancement Course on Chinese History", "Bio-technology Experiment", "Physics Enhancement Course", Hong Kong Physics Olympiad Training Course and "Joint Schools HKDSE Music Course". Over 80% of participants agreed that these programmes were helpful and useful to cater for their learning needs.

On realizing students' learning without borders with cross-curricular learning,

- ✧ junior form students were enabled to learn across subjects with English as the medium and facilitator, as
 - the Language Across Curriculum teaching and learning packages with interactive learning activities and graded exercises on English and other subjects were adopted, refined and put into practice in the junior form lessons.

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- ✧ the annual Cross-curricular Learning Day (CCLD) activities were cancelled due to the COVID-19 pandemic.
 - The school-based CCLD curriculum was completed. However, due to the suspension of face-to-face classes, no programmes could be held this year.

On enhancing to catch up with the need of curriculum reform,

- ✧ the Mathematics Extended Part was incorporated in S4 timetable after “Optimizing the Four Senior Secondary Core Subjects to Create Space for Students and Cater for Learner Diversity”;
- ✧ Chinese Language, English Language and Mathematics learning for the students who did not take Mathematics Extended Part was enhanced.
- ✧ the school-based curriculum of S1 and S2 financial literacy was developed and implemented;
- ✧ almost 90% respondents in the year-end survey found the lessons in Life and Society enriched their knowledge in financial literacy.

2.2.2 Reflection

- ✧ The learning and teaching effectiveness of students had been quite effectively enhanced despite the challenges faced in the school year of 2021-2022. The cultivation of the students' self-directed learning habits, skills and practices and the application of e-learning elements in teaching students during the class suspension have been promoted and well accepted by both teachers and students. However, there is still room for improvement in strengthening the self-directed learning practices of students. We will move one step forward in nurturing our students to learn more independently. The inquiry-based learning will be introduced in the next school development cycle.
- ✧ More sharing of good practices on learning and teaching strategies to cater for learning diversities of our students could be organized on Staff Development Days. It is hoped that our teachers could, on the one hand, understand more about our unique student needs and, on the other hand, be inspired by the sharing so that they could design more tailor-made lessons for our students.

2.3 Gearing toward STEM Education

2.3.1 Achievements

STEM Education has been well developed in the school. Students have been provided ample opportunities to boarden their horizons in STEM Education. Many STEM competitions, workshops and talks have been provided. In addition, 2 QEF projects of LED Display Wall at the Hall and Future Classroom would be finished before October 2022. Various diverse and interactive assemblies and lessons would be delivered after the projects. This will enhance the teaching and learning effectiveness as well.

To apply and complete 2 QEF projects (2020/0333) and (2020/0370)

QEF project (2020/0333) - LED Display Wall at the Hall was completed in August 2022

- ✧ First progress report was submitted.
- ✧ Teacher training session on the LED Display Wall was held in August 2022.
- ✧ S3 Computer Literacy will provide video editing lesson. Students can use the skill to provide better videos for different activities at the Hall.
- ✧ Reports from different parties involved in activities mentioned in the QEF project would be collected.

QEF project (2020/0370) - Future Classroom will be completed before October 2022

- ✧ First progress report was submitted.
- ✧ Interactive TV Wall, Short Throw Projector, Projector whiteboard, new audio system, TV cabinet, teacher L-shaped table and a movable table were installed in the Future Classroom.
- ✧ Training session for using the new devices would be provided in September 2022.
- ✧ Face Recognition System would be installed before October 2022.
- ✧ 4 periods of S1 Science, S2 Computer Literacy, S2 Mathematics and S3 Physics would be conducted in the Future Classroom. New devices would be used to enhance the teaching and learning effectiveness.

To organize for students STEM related programmes, including training courses, workshops, talks or study tours

- ✧ All S3 students joined Chemists Online Self-study Award Scheme 2022 organized by Hong Kong Virtual University and EDB. Students got 7 Diamond Awards, 3 Platinum Awards and 7 Silver Awards and 20 Bronze Awards.
- ✧ All students were recommended to join e-STEAM@HOME 2022. One S3 student got a Bronze Award.
- ✧ All S3 Physics students joined STEM talk held by Hong Kong Academy of Sciences in June. Prof. Anderson Ho Cheung Shum about Biomicrofluidic was invited. Students had positive feedbacks after the talk with their interest in STEM Education enhanced.
- ✧ All S3 students joined an Imagine Lab in Croucher Science Week in Biology lessons.
- ✧ 3 S3 and S4 students attended a public lecture on STEM Education held by The Joseph Needham Foundation for Science and Civilisation.

To encourage students to join various STEM competitions or training programmes organized by external institutions

- ✧ 3 teams of S4 students joined 4th Social Innovation • Community 4.0 competition and all of them entered the final. Students were required to find a solution to solve the problem found in the Sham Shui Po District. Our school got The Most Cohesive School Award and one team got Public's Favourite Award. The proposal of this team got impressed by the organizer and Sham Shui Po District Office, which led to a meeting with Kowloon Motor Bus Company Ltd, Sham Shui Po District Office and some related parties. KMB expressed their interest in working out the project and have a tryout in the Sham Shui Po District. The team also got an interview by MingPao.

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- ✧ All Physics students in S4 and S5 joined a competition called 23rd Consumer Culture Study Award held by the Consumer Council. One S5 team got the Design Excellence Award and the Most Creative Idea Award. They got \$7500 cash in total. One S4 team got the Outstanding Product Awards.
- ✧ 3 teams of S3 and S4 students joined Hong Kong Science Fair and one S4 team got in the Finals and a Merit Award. They got \$5000 cash in total.
- ✧ 1 S5 and 2 S4 students joined STEM+E Competition 2022. They cooperated with students from other schools to produce a marketing project for Startup companies. A S5 student got the Most Valuable Players Award.
- ✧ 3 S5 Physics students joined The Astronomical Training Programme For Secondary Students (2021-22) and all of them got the Excellence Award.
- ✧ S5A Yeung Ying Hei joined the above Astronomical Training Programme and got interviews about the training programme from MingPao, Sing Tao Daily and Am730.
- ✧ 7 S1 to S5 students joined 2nd Science and Technology Innovation Quiz Competition.
- ✧ 6 S4 students joined CIC-ZCP Minecraft Competition – “Construct Your Sustainable City” .
- ✧ 2 S5 students joined Smart@Gwin E&M IoT Application Challenge.
- ✧ 4 S5 students joined Cyber Security Innovation Challenge.
- ✧ 2 teams of S4 and S5 students joined SROBOFEST 2022 Robot Competition.
- ✧ 2 S4 ICT students joined Hong Kong Technology Competition – Programming Smart Car moving along black line competition.
- ✧ 3 S4 students joined a STEAM Education Workshop of ECF: Juvenile Horseshoe Crab Rearing Programme.
- ✧ 7 S3 and S4 students joined Gifted Education Fund: You Light up My Life - Visualisation and Automation of Colorimetric Data Analysis organized by the City University of Hong Kong.

To launch school-based STEM activities (for different levels) such as STEM adventure day, STEM week, competition or project learning, STEM book exhibition or reading scheme, etc.

- ✧ 3 S2 teams joined Micro:bit Model Rocket Car Competition and one team got "My Favorite Rocket Car" Design Award in Junior Form.
- ✧ The above teams also joined Joint-Schools Rocket Car Competition - True Light Cup. They got Champion, First Runner-Up and Second Runner-Up.
- ✧ The S4 team got a Merit Award in the Hong Kong Science Fair gave a sharing session at the prize presentation ceremony. They shared what they have learnt in the competition with all students.
- ✧ The team got the award in the 3rd Social Innovation • Community 4.0 competition gave a sharing session at the prize presentation ceremony. They shared their project and the plan cooperated with KMB and the Sham Shui Po District Office.

To include STEM components into the curriculum of various subjects, especially in Mathematics Education, Science Education and Technology Education KLA

Science

- ✧ S1 Science – Waterwheel making
- ✧ S2 Science – Water Rocket
- ✧ S1 Summer project – Creating an animated illusion; Designing and making a kaleidoscope; Magic Box

Biology

- ✧ S3 and S5 Biology - Understanding more about Drug Research and Development (Biotechnology)

Chemistry

- ✧ S3 Chemistry - BUILD AN ATOM
- ✧ S6 Chemistry - Control a Haber-Bosch Ammonia Plant Interactive Lab

Physics

- ✧ S3 Periscope Making in Physics lessons
- ✧ S4 and S5 Physics - Consumer Culture Study Award – Creative Sustainable Consumption Design Category

Computer Literacy

- ✧ S1 Computer Literacy – Micro:bit Basic Control
- ✧ S2 Computer Literacy – 3D Modelling
- ✧ S3 Computer Literacy – App Inventor – Dice Throw
- ✧ S3 Computer Literacy + S3 Physics – Hologram

Mathematics

- ✧ S2 Maths – Formula of Volume of different structure explained with help of 3D printing
- ✧ S3 Maths + S3 Physics – Harmonic Mean_Proof and use of Lens formula in S3A class

2.3.2 Reflection

- ✧ STEM Education has been developing very well in different areas of the school. School has provided many opportunities to students to join different STEM activities. Students have shown excellent performance in STEM competitions. Their promising results have been reported in different social media. Focus of the development in the coming year is to coordinate different teachers to modify their teaching contents to fit in the requirements of the two QEF projects (2020/0333) and (2020/0370), to encourage more students to join different activities in and outside school and to provide more chances to students in using the STEM Education Centre.

2.4 Catering for diverse learning needs

2.4.1 The life planning of students is well developed

Achievements

To enable students with diverse needs to make effective study and career transition decisions to address the challenges confronting them, it is essential to develop their ability to make proper life planning and learn how to translate their plans into action before completing their secondary education. To this end, action has been taken to equip various stakeholders with the required knowledge and skills.

On establishing a room to facilitate the career and life planning of students and teachers' professional development in offering life planning guidance,

- ✧ The S6 group career and life planning counselling programme was run on 2 separate days in November 2021 and 2 sessions were held in the room to offer the students advice on their studies and life planning.
- ✧ The S3 programme was held in May 2022 with one session held in the room so that the teacher counsellor could give more focused attention to the needs of the students
- ✧ Two briefing sessions on the use of the resources in the room were run for an Assistant Career Mistress and the new Teaching Assistant for the Career Guidance Committee in the room before the academic year began and at the beginning of September respectively so that they could make good use of the resources to help students with their life planning and arrange small group counselling sessions with their target students.

On guiding students in setting clear goals on their future study and career,

- ✧ All students enrolled in at least one OLE activity to explore and develop their strengths so that they can set clear study and career goals.
- ✧ CRE activities were arranged for all students. To help S6 students to make informed choices for their JUPAS applications and be prepared for the rounds of admissions interviews to be held after the applications, there were 2 school-based workshops on JUPAS choice selection in September 2021 and October 2021, zoom sessions with university students studying different programmes in November 2021, a workshop on interview skills in several sessions run on zoom on 2 consecutive days in December 2021 and the 2-hour Mock DSE Result Release held on a Saturday in November 2021.
- ✧ Targeting our S5 students, the 150th Anniversary of TL Joint School Life Planning Sharing Day where 23 alumni from 4 True Light schools had been invited to provide S5 students from the 4 True Light schools insightful advice on how they can equip themselves for jobs they had an interest in. The event was held at True Light Middle School of Hong Kong in October 2021.
- ✧ In preparation for the JUPAS application of S5 students, a workshop on JUPAS choice selection had been scheduled for March 2021 but was cancelled due to the special holidays and March and April 2021.
- ✧ True Light Bonds, the school-based sisterhood mentoring programme, provided S2 & S5 students with chances to attend sharing sessions by people with various work and life experiences. Four speakers had been invited to share their experiences in studying in the UK, in mainland China, as social workers and a management services officer working in the government's Efficiency Office.
- ✧ To get S4 students prepared for the workplace early, 2 workshops run by St. Jame's Settlement including one on workplace simulation games called Career Live and the other on interview skills as well as a life planning mentorship programme, JA Dimensions, were arranged in January, June and August 2022 respectively to help them develop core competencies they need to survive in the world of work.

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- ✧ As for S1 and S2 students, S1 and S2 school-based VIPS workshops were held in October 2021 to help them understand their values, interests, personalities and strengths so that they can make proper life planning decisions in their later life.
- ✧ Under the whole-school sisterhood programme True Light Bonds, S1 and S4 students were required to complete a project to examine the requirements of their dream jobs in November 2021 so as to find out how they could start preparing for them early. A sharing session was held in August 2022 for the students to learn more about different jobs' requirements from their mentors or mentees.
- ✧ A goal setting workshop was held in September 2021 for S1-S6 classes and in October 2021 for S1 students after their settling down in their new school life. All students had to learn to set clear study and career goals in their career portfolio. The goals were then reviewed in May 2022 to see if adjustments should be made to the goals set.
- ✧ An S5 student joined the CUHK Summer Clinical Attachment Programme (SCAP) 2022 to learn about the medical programme she was aspired to take.
- ✧ 2 S4 students took part in a one-year mentorship programme run by the Human Resources Planning and Poverty Coordination Unit Chief Secretary for Administrations Private Office to benefit from the guidance and support for their studies and careers from their adult mentors.
- ✧ 4 S4 students took part in the 5th Hong Kong Secondary School Peer Mediation Competition jointly organized by the Joint Mediation Helpline Office and Rotary District 3450 in May 2022. With exceptional skills and strategies, they won the Championship and were interviewed by Commercial Radio Hong Kong.

On training teachers to be life planning coaches of students by launching a pilot scheme of life planning coaches for guidance for a small group of students,

- ✧ Before the S6 Group Career and Life Planning Counselling Sessions and S3 NSS Subject Choice Counselling Sessions held in November 2021 and May 2022 respectively, all teachers involved had been given clear guidelines on how to offer guidance and informative resources to assist them in giving life planning advice.
- ✧ At the S3 Parent Seminar on Preparation for HKDSE and a Better Understanding of the Senior Secondary Curriculum and the S6 Briefing Seminar on "Preparing for HKDSE, JUPAS & Multiple Pathways for S6 students" in December and September 2021 respectively, all S3 and S6 class teachers as well as Career Teachers were given a set of reference materials produced by the Career Guidance Committee on most updated tertiary education information and/or NSS subject choice information so that they would have the knowledge and information to offer career and life planning guidance to their students.
- ✧ Before the DSE Result Release, all S6 class teachers and Career Teachers had been given booklets consisting of all essential further studies information as well as information on the pathways taken by our past graduates to assist them in giving proper guidance on the life planning of S6 graduates based on their results.
- ✧ Small group counselling sessions were arranged for all S6 students in November 2021 and for all S3 students in May 2022 to provide opportunities for both Career and Class Teachers who had been trained to be coaches to make active use of their knowledge and skills to offer guidance on students' career and life planning.

Reflection

- ✧ The Life Planning Salon, with its appropriate furniture and setting, has provided an ideal place for small group life planning activities, counselling sessions and teacher training sessions. It has also provided extra room for keeping life planning materials like reference books.
- ✧ Students generally see the importance of engaging in various CRE and OLE activities, as proved by their participation in at least one of the activities, to broaden their exposure to the workplace and equip themselves with the required knowledge and skills.

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- ✧ As a goal setting workshop and a goal review workshop are organized every year, students have learnt to set more specific, measurable, achievable, relevant and time-bound goals over the years as well as finding means to achieve them.
- ✧ The various talks organized have proved to be useful to students as the feedback from participants generally showed students found them helpful in terms of broadening their knowledge about the workplace.
- ✧ The Career Guidance Committee has been taking active action to involve more teachers, apart from career teachers, to provide more focused small group life planning counselling sessions to all S3 and S6 students. Apart from being given written guidelines and suggestions, teachers are given opportunities to polish their skills of offering practical and effective life planning counselling through working as counsellors in counselling sessions.
- ✧ The S6 small group counselling sessions have provided S6 students with essential information to make informed decisions on their life planning during their transition from S6 to university studies. The survey results of the sessions reflected that over 80% of the participants found them helpful.
- ✧ The coronavirus pandemic has provided a chance for teachers to rethink the means they can use to offer life planning guidance to students. Face-to-face life planning activities and programmes can be replaced by online real-time sessions run using platforms including Zoom or Google Hangout when school is suspended so that students will not miss the opportunities to learn knowledge and skills essential for their life planning at different transitional stages.

2.4.2 The learning needs of gifted students are catered for

Achievements

Gifted Education Committee has seen steady growth in its development and implementation of regular events. With the persistent collaborative efforts of the whole teaching staff, the potential of students is well catered for.

On administrative level

- ✧ The talent pool which includes gifted students from S1 to S6 in the eight domains, namely, Chinese, English, Mathematics, Sciences, Music, Physical Education, Art, and Leadership has been developed by the committee and used by different parties concerned.
- ✧ Teachers concerned were invited to update the talent pools for every academic year.

On students' level

- ✧ S5 Leadership training programme
 - S5 Leadership training programme was cancelled this year due to the outbreak of COVID-19.
- ✧ Pilot project
 - To continue to cultivate creativity and the atmosphere of gifted education with STEM education, Gifted Education Committee and the Science Panel collaborated to conduct a pilot project in one of the Secondary 2 (2D) science lesson.
- ✧ Hong Kong Academy for Gifted Education (HKAGE) Nomination
 - 48 S1 students applied for the enrollment of HKAGE members. 4 were finally selected by the HKAGE.
- ✧ Hong Kong Awards for Youth (AYP)
 - The AYP Briefing Session was conducted in Zoom Meeting in October 2021 and 36 S4 students enrolled in the programme.
- ✧ My Story
 - Displays for 10 gifted students in various areas of the school campus were posted to share the stories of their achievements.
- ✧ The Stage
 - The Stage displaying students' talents and learning in school assembly was organised. The Assembly was held on 27 April 2022 by Zoom Meeting Live. S3 & S5 students have participated. In this assembly, six sessions including Joint School Leaders' Alliance Mentorship Programme, Pilot Scheme on Youth Outdoor Adventure Training Activities, Gifted Education TLGC YouTube Channel : The Stage, Odyssey of Mind 2021, Nurturing Gifted Students to Be Entrepreneurs in STEM Industry and A RTHK documentary which shared the affective needs of gifted students were shared.
- ✧ Affective Education Training Program
 - An S3 Affective Education Workshop was designed and conducted. The feedback from students was very positive.
 - Moreover, a whole school Art Therapy Workshop with affective education elements was jointly organized with the Year Theme Working Group during the school assembly.
- ✧ Music and Art Therapy Program
 - A Music Therapy Workshop was conducted in July 2022 for 6 S5 student leaders and talented students. The feedback from students was positive and they suggested that similar kind of programme could be conducted for other students.
 - An Art Therapy Workshop was conducted on 22/8/2022 for 34 S2-S5 students. In this workshop each student made a scented candle as well as an art piece with paint and canvas. Students enjoyed the programme and gave positive comments.

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✧ School-based Workshops

- S1 Multiple Intelligence Workshop was completed in October 2021 in four S1 classes. The workshop found to be useful for them to understand their own MI attributes.
- S2 Learning Style Workshop was held on 27 April 2022 in Zoom Meeting. In this workshop, several 2A students were invited to share their own studying methods with the other students in S2. The feedback was very positive and the sharing has inspired the participants a lot.

✧ Other Nomination and Activity for Gifted Students

- 6B Lam Tsz Yue has completed a programme namely Gifted Education Fund: Off-school Advanced Learning Programmes: Nurturing Gifted Students to Be Entrepreneurs in STEM Industry. Tsz Yue and her team was given two awards: The Second runner-up and the Social Award.
- 4B Liu Wai Man has completed the course named Science, Innovation and Problem Solving offered by Summer Program for the Gifted and Talented 2021 organized by the Faculty of Education of the Chinese University of Hong Kong.
- Collaborated with the Music Panel and the Gifted Education Committee, 40 students were invited to take part in the Drum and Music Worship held at MacPherson Stadium organized by The City of David Cultural Centre. Three famous drummers interacted with worship team and audience, expanding worship and praise to new levels, offering encouragement to all.
- International Junior Science Olympiad (IJSO) 2022 – Hong Kong Screening: 3A Zhang Yuk Yiu has completed the International Junior Science Olympiad (IJSO) 2022 – Hong Kong Screening on 26/9/2021, and she was awarded with the Second Class Honour in the prize giving ceremony. As Yuk Yiu would prefer to focus on IMO training, thus, she did not join the IJSO training afterward.
- 5C Cheng Yuet Yee was nominated in the Outstanding Student Leaders Award Nomination 2021-22 organized by Hok Yau Club.
- 4B Wong Yin Ching was nominated as the mentee in Distinguished Master Accomplished Students' Mentorship Programme, organized by The Hong Kong Academy of Sciences, in collaboration with the Hong Kong Academy of Engineering Sciences and the Hong Kong Institution of Science.
- 5A Jade Hui Ying Tang was nominated in the 2021-2022 Hong Kong Outstanding Students Award Nominations for the Year. She has reached the selection camp stage and has gained valuable experiences in this selection event.

On teachers' level (Professional Development Programmes)

- ✧ In True Light 150th Anniversary Celebration Staff Development Day, the Gifted Education Committee chairman and vice chairman shared their experiences on the theme of Positive Education (正向教育、綻放光芒). In this interflow, some school-based experiences on promoting affective education activities in cultivating students' gratitude, empathy, self-appreciation, self-understanding and leadership in pull-out programs, whole-class teaching design, form activities, and whole-school events have been shared.

On parents' level

- ✧ Last Parent's Bi-Annual Seminar was arranged in 2000/2021 and the coming Gifted Education Parents' Bi-Annual Seminar will be arranged in 2022/2023. The topic of seminar will be "Psychological Support for Gifted Students to Face Challenges or Difficulties in Multiple Aspects (給資優兒女面對不同困難與挑戰的心理支援)

Reflection

- ✧ With the effort of all team members and our strategies in fine-tuning of the methods of delivery, all goals set have basically been achieved in this academic year even though there were much restriction of activities due to the outbreak of COVID.
- ✧ More professional exchanges among teachers could be held in enhancing the strategies to enrich the learning of high achievers at classroom level and demonstrate their achievements in school level.

2.4.3 The learning needs of NCS students are catered for

Achievements

Our school has been making efforts on the integration of NCS students into school life, with respect to their learning of Chinese Language, the understanding of Chinese culture as well as their provision of inclusive education so that all NCS students can enjoy equal opportunities in their whole-person development in school life.

On enhancing the learning of Chinese Language,

- ✧ Using the current mechanism in streaming the study modes of NCS students
 - In response to the comments made by the NCS parents, apart from Mode A or Mode B, parents can opt for either taking Chinese History or Putonghua for their daughters. For students struggled with the courses they took, the school provided them with extra help like supportive lessons and course adjustment. Both NCS students and parents were grateful for the support we provided.
- ✧ A school-based adapted Chinese Language Curriculum for junior forms had been developed
 - Based on the curriculum developed in the past, the non-Chinese language course for junior forms had been continuously optimized and revised. The most obvious change is that more detailed guidance and explanations had been given in the teaching materials. Also the course has become more in line with the normal daily language needs and public examination.
 - A Buddy Scheme was held for all S1 and S2 students in the first semester. Under the Buddy Scheme, it was expected that NCS students who were paired up with local students, were to be provided with language help and support from their buddies. For example they should participate in cultural activities together, such as visiting the Xiqu Centre and flower market. However, due to the outbreak of covid-19 pandemic, the Buddy Scheme had not been held as scheduled in the second semester.

On fostering an atmosphere beneficial to the NCS students to adapt to school and society,

- ✧ different activities for NCS students to know more about the society and Chinese culture had been organized
 - Dragon Boat Festival and Mid-autumn Festival events were organized in school in which NCS students were given opportunities to expose to more Chinese culture. Also NCS students were invited to watch traditional XiQu and enjoyed Chinese tea with their local buddy in visiting the Xiqu Centre.

On the sustainable development of NCS learning and teaching,

- ✧ teachers had been equipped with knowledge and skills to support NCS students in their learning
 - Training and experience sharing programmes had been provided. About 60% of teachers teaching Chinese related subjects had undertaken training related to the teaching of NCS students.
- ✧ teachers had been encouraged to attend relevant training programmes organized by EDB and other organizations.
 - In order to equip the NCS teachers with the specific knowledge and skills in the teaching of NCS students, teachers had attended relevant programmes and sharing programmes organized by various organizations.

On enhancing NCS students' learning by deploying additional resources

- ✧ more teaching and supporting staff members had been employed
 - An additional teaching assistant had been employed to assist NCS teachers in organizing OLE activities, in preparing teaching aids and learning materials and in the guidance and counselling of NCS students.

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- A specific tuition class for both junior and senior form NCS students was arranged so that the learning effectiveness of the relevant students could be enhanced.
- Various kinds of learning resources were introduced and installed.

Reflection

- ✧ The outbreak of Covid-19 pandemic brought a new challenge to us. Due to the impact of the pandemic, students' language proficiency generally declined. They became less confident and anxious to express themselves in Chinese. In response, existing teaching materials had been redesigned with focus on oral skills to encourage students to talk more in Chinese. A new collection of vocabulary books had also been designed to enrich the students' Chinese foundations. The changes are going well thus far, but more information will be needed before a detailed analysis can be made at the end of the next academic year.
- ✧ After years of efforts in the school development cycle, the NCS Education Working Group had already established a relatively justified mechanism for streaming NCS students into different modes of study. As a result of this, most NCS parents were able to opt the mode of study which had best suited the needs of their daughters in the learning of Chinese Language.
- ✧ As for the development of inclusive education, it had been planned initially that various activities, particularly those related to the Chinese culture, would be organized for the NCS students so as to facilitate the NCS students to adapt to school and society through inclusive education. It was hoped that by taking part in various activities, the NCS students were provided with more opportunities to understand the society and Chinese culture. Thankfully, activities held in recent years, such as opera appreciation and chess classes were well received by students.
- ✧ In the previous academic year, about 60% of teachers teaching Chinese related subjects had undertaken training in relation to the teaching of NCS students. In the future, it is hoped that all teachers concerned should possess the relevant professional knowledge and skills in the teaching of NCS students. Therefore, in view of the increasing number of NCS students, it is suggested that long term and short term plans should be drawn up so as to facilitate for the training of all teachers as qualified teachers in the teaching of NCS students.
- ✧ Moreover, by deploying additional resources from the EDB, one additional teaching assistant had been employed starting from the last academic year. The design of school-based curriculum had been further revised and optimized with the help of the NCS coordinator and the NCS teaching assistant. Besides, the additional teaching assistant had been supporting the NCS teachers in the planning of extra-curricular activities as well as other non-teaching duties such as collecting opinions from NCS students and their parents so that the workload of the NCS teachers could be relieved so as to put more efforts in the teaching the NCS students.

To conclude, with the strong foundation which had already been established with the support from EDB as well as other relevant stakeholders, the development of the NCS education in our school had been progressing in the right direction. In the future, it is hoped that by consolidating and refining the work of the NCS Education Working Group yearly, it is believed that the learning needs of NCS students from different cohorts and different learning styles will be catered for to its fullest as much as possible.

2.4.4 The learning needs of SEN students are cater for

Achievements

- ✧ The SEN Committee, consisted of 4 teachers (including a SEN supporting teacher), a teaching assistant, social workers and educational psychologist, was formed to support the teachers in identifying and handling the SEN students. Both consultation sessions and referrals from teachers increased. The team provided support to SEN students through individual or group meetings. After school tutorial classes and workshops (online and face-to-face) were organized to cater for their learning and emotional needs. Tutorial classes were arranged during special holiday and summer vacation for helping them to prepare for class resumption and the new school year. Some students were chosen as SEN student's guidance angels and helped them to adapt the school life. 50 case conferences and 21 IEP meetings were held. Class teachers, subject teachers, parents, student support team teachers, social workers, educational psychologist, clinical psychologist, psychiatrists and speech therapist discussed the study progress of SEN students.
- ✧ School-based training and experience sharing programs were organized focus on the major categories of SEN students in our school. Teachers regularly attended the training courses to equip themselves in dealing with SEN students.
- ✧ The SEN Committee has been invited to have sharing on the topic "Strategies for identifying and handling students with emotional problem" in the 150th School Anniversary of True Light Knowledge Fair on "Value Education" in May 2022.

Reflection

- ✧ The School gives strong support in identifying and handling the SEN students. There are an increasing number of different categories of SEN students in our school. More consultations have been arranged for teachers and parents. Much professional ideas have been shared among teachers. Teachers are in general more aware of how to teach SEN students and try to cater for their education needs. They become more confident in handling different cases. The attendants found these consultation meetings useful. The details of different courses related to SEN training were shared among colleagues regularly.
- ✧ Students enjoyed participating in all the meetings and activities. The arrangement of tutorial classes after school and during special holiday or summer vacation were particularly useful to help them release their study stress.

3. Learning and Teaching

In the presence of the COVID-19 pandemic, the school year of 2021-2022 was another challenging year to our learning and teaching, especially in the second term.

Hybrid Mode of Learning

- Our school started with the half-day classes in September 2021. The class time was between 8:00 a.m. and 1:15 p.m. Fulfilling the Education Bureau guideline, our school resumed the whole-day face-to-face classes for the whole school in late November 2021.
- With the worsening situation of the COVID-19 pandemic, ZOOM lessons were conducted after S1-S5 Mid-year Examination until the beginning of special vacation in early March 2022.
- The half-day face-to-face classes were fully resumed after the HKDSE core subjects were finished.

Examination Arrangement

- The second half of S6 Mock Examination which was scheduled after the Lunar New Year holiday was cancelled due to the face-to-face class suspension.
- The S1 to S5 Final Examination was postponed to early July 2022 due to the special vacation in March 2022.
- All the cultural examinations were held during the regular examination periods.
- According to the guidelines from the Education Bureau, all students at our school were only allowed to attend face-to-face classes (including examinations) for no more than half day. All the examinations in 2021-2022 were held on the half-day basis and they were arranged in both morning and afternoon sessions for the students from different class levels.

3.1 Curriculum

- A number of school-based curricula have been adopted to tailor made for the student needs:
 - ◆ **Drama education** included in the English lessons of S1 and S2 could effectively help students to learn well their English language skills in a more creative, interesting and interactive way.
 - ◆ **S3 Business Fundamentals**, which was renamed in 2021-2022, has been introduced to help students to understand the basic operations of a business which nurture the students their entrepreneurial spirits and the economic development in Hong Kong and Greater Bay Area in China.
 - ◆ **S3 and S4 Career Education** provides students with an opportunity to understand their own interests, personalities and the career exploration in further study opportunities and workplace which facilitates life planning.
 - ◆ Students of S4 to S6 in **Aesthetic Development** learn how to appreciate performing arts such as music, drama.
 - ◆ The **Language Across Curriculum (LAC)** in S1 and S2 helped students to learn such subjects as History and Geography in S1, and Mathematics and Science in S2 more effectively with the language support in English lessons.
 - ◆ Students were also facilitated with learning without subject boundaries outside the classroom through cross-curricular learning activities. They learned across subject borders on the **Cross-curricular Learning Day (CCLD)** when they could enrich their learning experiences through the task-oriented learning activities. However, due to the COVID-19 pandemic, no CCLD day was arranged this year.
- Subjects Offered in Senior Secondary Education
 - ◆ There were a total of 11 elective subjects divided into 3 elective subject blocks consisting of 14 elective subject groups to meet the students' varied interests and needs in learning and in entering into university.
 - ◆ For S4 in 2021-2022,
 - ✧ 8 students chose to take fewer than 3 elective subjects among 114 S4 students. There were 20 and 25 students taking M1 and M2 respectively.
 - ✧ 14 applications were received for changing their elective subjects and 1 application for adding M2 at the beginning of the school year. Only 8 were finally approved by the Principal.

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◆ Dropping Elective Subjects for S4 and S5 Students

✧ The applications were open for S4 and S5 students in 2021-2022. All the applications were successful and the summary is as follows:

	S4 Students	S5 Students	
Application Period	July 2022	January 2022	July 2022
Elective Subjects	26	21	5
Mathematics Extension			
M1	7	5	1
M2	6	1	1

✧ The S6 and S5 students who had withdrawn their study of an elective subject had to attend supplementary Chinese and English lessons, two periods for each language per cycle, in the first term or the second term respectively. For other free periods, these students had to conduct their self-study in the school library.

3.2 Reading Across Curriculum

- To cultivate the reading culture at school, there were Reading Periods each cycle. Students were encouraged to read Chinese and English books covering the eight key learning areas (KLAs) and Liberal Studies / Citizenship and Social Development. Each student was arranged to read eBooks in at least one Reading Period each term.
- Class libraries for S1 and S2 were set up to develop students their reading habits.
- Each student kept a Reading Logbook whereas S1 and S2 students had got “My Reading Journal” to keep their reading records. Every year, at least one verbal reading report was made to share books they like in class.
- Reading-related activities, including book exhibitions, were carried out in the first term to promote reading within and beyond classroom.

3.3 Assessment

- For **assessment for learning**, homework assignments, in the forms of workbooks, worksheets, essay writing, surveys, projects, case studies, experiment designs, oral and written reports, book reviews, video clips editing and newspaper cuttings, etc., have been designed to help students to consolidate their subject knowledge and their classroom learning. To make our assignments greatly effective in helping students to learn, the Homework Submission Scheme was adopted to help to discipline the students to do their assignments properly and submit their homework promptly. 165 and 131 students were awarded Most Outstanding Homework Performance Awards in the first and the second terms respectively.
- Regarding **assessment of learning**, students’ annual academic performance in school was formally assessed through tests and examinations, which made up the term marks and the examination marks of students’ annual scores respectively. There were two examinations for each level of students every year. For tests, there were at least two assessments (test/assignment/project) for each subject each term:
 - ◆ Junior levels: There should be at least one test in the first term and preferably two tests in the second term.
 - ◆ Senior levels: It was preferably for each academic subject to have two tests in each term.

However, due to the special vacation in March 2022 and the ZOOM lessons which were conducted until the end of April for the HKDSE examination, at least one term test could be arranged in the second term instead of two.
- Academic Awards and Subject Awards were presented to students who came first in class and first and second in the subject respectively to recognize their hard work.
- To help students to understand their learning progress in senior secondary education, Level Attainment Reports were made for both S5 and S6 students after their Mid-year Examination, using their results in this examination to make prediction of their level attainment in different HKDSE subjects. Such reports, delivered to their parents on the Parents’ Day, prepared students to work on more effective study plans so as to enhance their performance in the HKDSE.

3.4 Catering for Learners' Diversity

- **Students with Special Educational Needs** are closely taken care of by the Special Educational Needs (SEN) Committee:
 - ◆ Additional examination time was granted to these students. Teachers concerned are regularly informed to understand the unique learning needs of these students.
 - ◆ After-school ZOOM classes were organized to enhance students their English language abilities by SEN Support Teacher. In addition, private tutorial classes taught by the alumane were offered to help the weaker students.
- There were 34 **Non-Chinese Speaking (NCS) students**.

	S1	S2	S3	S4	S5
Number of students	6	8	8	9	3

- ◆ 3 (1 in S3 and 2 in S2) of them attended the mainstream Chinese language classes whereas the rest were in pull-out Chinese language classes.
- ◆ To prepare the students for meeting the university entrance requirement of alternative qualifications in Chinese Language, 9 S4 students participated in 2022 GCSE and/or GCE-AL examinations. All students received Grade 8 and Grade C or above in each of these examinations.
- To cater for the diverse interests of senior secondary students,
 - ◆ 4 S4 students, 12 S5 students and 1 S6 student participated in **Applied Learning** such as Western Cuisine, Psychology related courses;
 - ◆ 1 S6 student took **Other Language Subjects** of Japanese, as one of their elective subjects in 2022 HKDSE;
 - ◆ 1 S5 student participated in Music Joint School DSE course, funded by the Diverse Learning Grant (DLG), to prepare them for **Music** Examination in 2023 HKDSE.
- Enhancement / Enrichment Courses and Learning Activities
 - ◆ The enhancement courses were organized to strengthen the students' foundations of the subjects

Time	Learning Mode	Levels	Subjects	No. of Classes	
				First Term	Second Term
After-school (1 hour each cycle)	ZOOM	S1	Chinese Language	1	1
			English Language	1	1
		S2	Chinese Language	1	1
			English Language	1	2

- ◆ The S1 English for S1 enhancement course in August 2022 was organized to provide the weaker students with additional academic support during the summer holiday.
- ◆ Programmes funded by the Capacity Enhancement Grant (CEG) and the Diversity Learning Grant (DLG):

Junior Levels			Senior Levels		
(a)	S1 – S3	Enrichment Courses for Gifted Students in Mathematics, English Drama Courses	(a)	S4	English Language, Hong Kong Physics Olympiad Training Course
(b)	S2 – S3	Chinese Debating Courses	(b)	S5	Workshops on Chinese writing and composition, Biology for high achievers,
			(c)	S6	Chinese Language, Chinese History, Mathematics, Physics Enhancement Course for high achievers, HKDSE Music,

3.5 Teaching

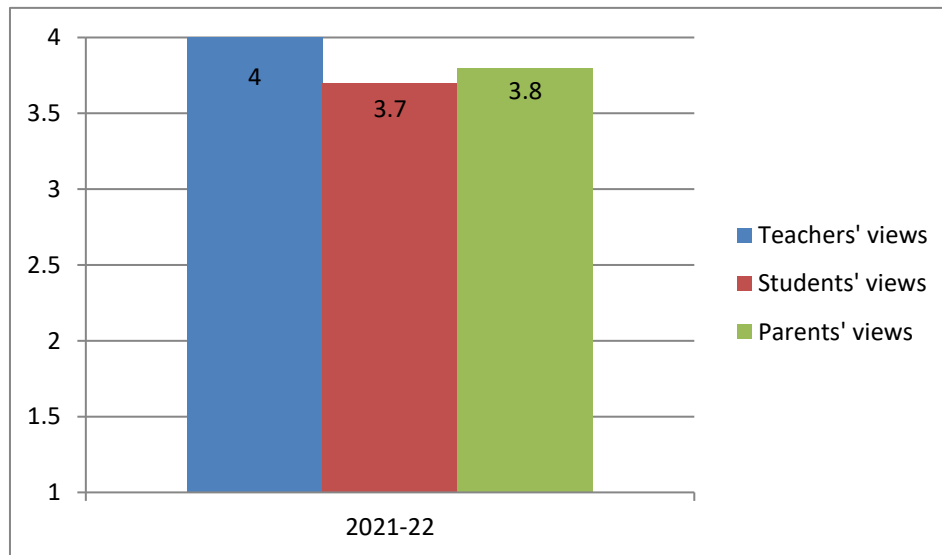
- The Collaborative Teaching Scheme and Common Free Periods were well made use of by teachers to work together, to learn from each other, and to further develop and refine their teaching strategies.
 - ◆ The Collaborative Teaching Scheme was useful for teachers teaching the same subjects or within the same KLA to work in teams of two to three members to work out and implement together some teaching plans, with peer lesson observation and evaluation.
 - ◆ Common free periods were arranged for teachers of English, Chinese, Mathematics at each level and Liberal Studies / Citizenship and Social Development at each senior secondary level to enhance their professional teaching collaboration in their lesson preparation and implementation.
- The Assignment Inspection Policy was employed as a way to aware teachers more of the importance of making use of homework assignments to achieve the purpose of enhancing students' learning and to realize the learning objectives they set for each lesson. It also served the purpose of allowing better supervision from the school management and the subject panel heads on homework assignments made and marked by teachers. This could substantially enhance learning and teaching effectiveness.
- In addition to lesson observation of new teachers in the first term, the assignment inspection of all new teachers within the first months was initiated this year to ensure the quality of learning and teaching at school.

4. Student Support and School Ethos

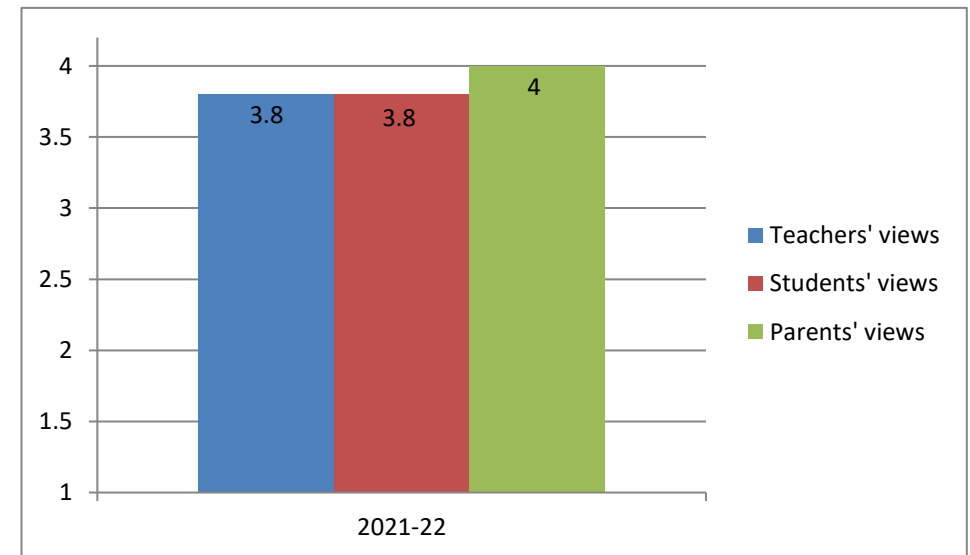
Driven by the mission and vision of the school and the underlying core values of Christian education, the school has fostered a positive school culture through various programmes and activities. Efforts have been made to develop students' True Light Girls' qualities including Analytic, Reasonable, Self-disciplined, Positive, Collaborative, Persevering, Respectful, Upright, Thankful, Compassionate, Responsible and Altruistic. A whole-school approach has been adopted in creating an inclusive learning environment that caters for students with different nationalities, needs, abilities and strengths.

From EDB stakeholder questionnaires, we found that teachers', students' and parents' views on support for student development are 4.0, 3.7 and 3.8 respectively on average. Teachers', students' & parents' views on school climate are 3.8, 3.8 and 4.0 respectively on average. A whole-range of programmes and activities, such as leadership training courses, smiling programme and service learning programmes has been arranged to nurture students' positive attitudes and values.

Teachers', students' & parents' view on support for student development



Teachers', students' & parents' view on school climate



In year 2021-2022, the APASO data of our school in general showed positive result. The score of the item "Attitudes towards the Nation" is much greater than the Hong Kong norm. The score of the item "Cost of Help Seeking" is still higher than the Hong Kong norm. Help-seeking is important for mental health. The Learning Support Committee teachers and school social workers will regularly organize workshops/talks/activities to help students in need and provide appropriate care for them.

4.1 Whole-school Approach to Guidance & Discipline

The Guidance and Discipline Committee work effectively with the school social workers, the educational psychologist and the police school liaison officer to provide individual counseling and conferences with parents.

4.1.1 Guidance and Discipline Committee

Due to the COVID-19 epidemic, a number of programmes were unable to be implemented as planned.

1. Talks

School social workers, the police school liaison officer and guests from other NGOs were invited to give assembly talks to students to promote positive values and mental health. All S1 parents were invited to attend a talk “同步升中路” to understand the school policies in Guidance & Discipline. Another talk “爸媽有話兒” was organized by Psychiatric Rehabilitation Association to parents to promote mental health.

2. Workshops

School social workers were invited to run a workshop on “Self-management” for S1 students, “Anti-bullying” for S2 students, “Releasing stress” for S6 students and few whole-school approached workshops. A horticultural therapy workshop was organized for NCS students. A parent workshop was organized in March.

3. Training programmes

Six S3 students joined a whole year program “Smoke-free Elite Teens Programme” organized by Hong Kong Council on Smoking and Health (COSH). The programme introduces elements of life planning and mentor sharing and offers diversified learning experiences with aims to nurture multifaceted skills in teenagers to become future leaders in the society.

4. Award System

The “True Light Star Award” were given out to recognize the exceptionally good performance of the students concerned.

5. Measures to support class teachers

Each class set up their own class rules at the beginning of the school year. Form meetings concerning guidance and discipline affairs were held in October and April.

6. Self-improving Scheme

Students having disciplinary problems were requested to join the scheme. They had to complete a self-reflection form and make a plan to improve themselves.

7. Support to targeted students

All the repeaters and the transfer students were interviewed by the Guidance teachers at least once in each term. The study plan was discussed with the repeaters to help them develop their study habits. The transfer students were met to help them to adapt the new school and identify any problems they encountered at school.

8. Programmes during class suspension

A. Virtual Workshops

Online workshops were organized by Social workers for students to promote positive vibes during the class suspension period.

B. Funding support to needed family

Social workers and class teachers helped the needed family to apply the special funding from the Love Foundation for the financial support.

C. School Newsletters

“情緒支援小錦囊” prepared by social workers was distributed to all students for providing emotional supports.



4.1.2 Careers and Guidance Committee

The programmes, activities and talks organised were as follows:

1. Career Exploration Day
 - ✧ S5 150th Anniversary of TL Joint School Life Planning Sharing Day (23/10/2021)
2. Learning Experiences
 - ✧ S1-S6 Smiling Programme
 - ✧ S4 「友·導向」師友計劃2021／2022 – 「校本師友」項目 – Human Resources Planning and Poverty Coordination Unit Chief Secretary for Administrations Private Office
3. Tertiary Education Experiences
 - ✧ S5 Summer Clinical Attachment Programme 2022–CUHK (16-18/8/2022)
4. Workshops
 - ✧ S1-S6 Goal Setting workshops (S2 - S5: 2/9/2021, S1: 6/10/2021 reading period)
 - ✧ S1-S5 Goal Review workshop (27/5/2022)
 - ✧ S1 School-based VIPS Workshop (20/10/2021)
 - ✧ S2 School-based VIPS Workshop (20/10/2021)
 - ✧ S2 Workshop on Learning Skills – Salvation Army Yau Ma Tei Integrated Service for Young People (28/10/2022)
 - ✧ S2 Workshop on Happy Learning Happy Mind - Salvation Army Yau Ma Tei Integrated Service for Young People (14/2/2022)
 - ✧ S4 Career Live – St. Jame's Settlement (25/1/2022)
 - ✧ S4 Workshop on Interview Skills – St. Jame's Settlement Career Sparkle (25/6/2022)
 - ✧ S4 JA Career Dimensions 4.0 – Junior Achievement (1/8/2022)
 - ✧ S6 School-based Workshop on JUPAS choices I (21/9/2021)
 - ✧ S6 School-based Workshop on JUPAS choices II (11/10/2021)
 - ✧ S6 JUPAS Night (Zoom) - Salvation Army Yau Ma Tei Integrated Service for Young People (26/11/2021)
 - ✧ S6 Workshop on Interview Skills (Zoom) - Salvation Army Yau Ma Tei Integrated Service for Young People (9-10/12/2021)
 - ✧ S6 Mock DSE result release – Youth New World (20/11/2021)
 - ✧ S6 Registration of E-APP Accounts
 - ✧ S2-S4 Career Prefect Training Workshop (23/8/2022)
5. Talks
 - ✧ S1-S6 Talk on Career Guidance at TLGC (2/9/2021)
 - ✧ S2 & S5 True Light Bonds: Lunch sharing session by Ms Chung Hoi Man on studying in the UK (8/10/2021)
 - ✧ S2 & S5 True Light Bonds: Lunch sharing session by Ms Chan Ka Ying, Management Services Officer (14/12/2021)
 - ✧ S2 & S5 True Light Bonds: Lunch sharing session by Ms Ku Kei Nam and Mr Ng Chin Hei (18/5/2022)
 - ✧ S2 & S5 True Light Bonds: Lunch sharing session by Ms Jin Ka Ling on studying in mainland China (20/6/2022)



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6. Parent Seminars and Workshop
 - ✧ S1 Briefing Session for S1 Parents
 - ✧ S3 Seminar on Preparation for HKDSE and a Better Understanding of the Senior Secondary Curriculum (3/12/2021)
 - ✧ S6 Briefing Seminar on “Preparing for HKDSE, JUPAS & Multiple Pathways for S6 students” (24/9/2021)
7. True Light Bonds
 - ✧ The programme paired up S1 & S4, S2 & S5, S3 & S6 to develop one-on-one “mentor and friend” relationships. Through the programme, the tradition of sister councils at True Light was strengthened and a platform for students to share their learning experiences was provided. Activities held under the programme were as follows:
 - ✧ S1-S5 Installation Ceremony (21/9/2021)
 - ✧ S1 & S4 Ice-breaking Activity – Joint PE Lessons (20, 21, 25, 27/10/2021)
 - ✧ S1 & S4 Sharing Sessions on books/articles (28/10/2021)
 - ✧ S1 & S4 “I Have a Dream” Project & Sharing with Partners (2/8/2022)
 - ✧ S2 & S5 4 Lunch Sharing Sessions (8/10/2021, 14/12/2021, 18/5/2022, 20/6/2022)
 - ✧ S3 & S6 Individual Counselling – Subject choice (11/11/2021 – reading period)
 - ✧ S3 & S6 Exchange of Thank-you cards (25/2/2022)
 - ✧ S3 Leadership Training Workshop - Salvation Army Yau Ma Tei Integrated Service for Young People (27/7/2022)
8. Group and Individual Counselling
 - ✧ S3 NSS Elective Subject Choice Consultation Sessions (11/5/2022)
 - ✧ S3 NSS Elective Subject Choice Consultation Sessions by Career Prefects (20-22/7/2022)
 - ✧ S6 Group Counselling Sessions (5/11/2021 & 26/11/2021)
9. Competitions
 - ✧ S4 5th Hong Kong Secondary School Peer Mediation Competition (Championship) - Joint Mediation Helpline Office & Rotary District 3450 (2/5/2022) & Radio Interview - Commercial Radio Hong Kong (9/5/2022)
10. Student Support Event
 - ✧ S6 Counselling by Career Teachers after HKDSE Result Release (17/8/2022)
 - ✧ S6 放榜加油站 (20/7/2022)



4.2 Life-wide Learning Activity (LWL)

Life-wide Learning Activity (LWL) is one of the components to provide a valuable niche for the whole person development of students. The school provides the greatest room for students to develop, giving them the most comprehensive and the richest learning experience.

In designing LWL activities, it is aimed to extend classroom learning and provide students a balanced development on knowledge, ability, attitude and values, so as to meet the objectives in education on spiritual, moral, intellectual, academic, physical, social and aesthetic aspects. There are more than 60 clubs and societies to provide a wide range of activities and add dimensions of other learning experiences for our students. Moreover, the school established the Student Union and the four Houses to offer vertical support to students' growth and to develop their sense of belonging. The experience thus gained will be invaluable for students' personal growth.

The school continues to explore more learning opportunities for all levels of students. This year, a series of LWL activities were arranged in the LWL week. Students of different levels were provided with different activities in various components so that students' horizons could be broadened.

The Student Learning Profile (SLP) system in the school intranet was used in various aspects. Students completed their online Clubs / Societies enrollment through the system. Teacher-in-charge used the system to process the application and results were announced through iMail. On the other hand, students-in-charge of the clubs and societies could make use of the system in promoting their club activities through intranet efficiently. Beside, teachers were asked to import students' attainments and achievements to the school database system. At the end of the year, students were requested to write reflections on their performance. An electronic copy of the SLP could be downloaded by each student through the school intranet. Through records and reflections, students reviewed their LWL record throughout the whole year. Taking this opportunity, students could plan their LWL activities in the next school year so as to broaden their horizons and have a balanced development.

4.2.1 Aesthetic Development (ASD)

The aim is to nurture in students the virtues of creativity, openness, flexibility and aesthetic sensitivity for life-long learning. It also help students to cultivate an open-minded attitude to and respect for the arts through music, art, drama, dance and other aesthetic activities in True Light.

4.2.1.1 Music

To further enhance students' aesthetic development, one ASD lesson per cycle was arranged in the timetable for S5, S6 and double lessons for S4 on every other cycle. Through active participation in listening, performing and creating, students can express creativity, imagination, aesthetic sensitivity and critical thinking skill to express the characteristics and feelings of the music.

Internal Activities

- ✧ "One Student, One Instrument Scheme" (Online class) more than 200 students participated in a total of 23 instrumental classes
- ✧ Music Composition Assembly in October 2021
- ✧ Singing Contest was held in December 2020
- ✧ Virtual A Cappella Team Performance (Lunar New Year blessing)
- ✧ Virtual Chinese Orchestra Performance (Lunar New Year blessing)
- ✧ Online Music Assembly in February 2022

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- ✧ Music Composition Class from March 2022 to August 2022
- ✧ War Correspondent talk on Ukraine war and Anti-war song sharing in March 2022
- ✧ True Light 50th Anniversary Theme Song Music & School Bell Composition Competition
- ✧ String Quartet & Choir performance on Graduation Ceremony in July 2022
- ✧ Chamber Orchestra performance on form one Inauguration Ceremony in July 2022

External Activities

- ✧ Drum and Music Worship in MacPherson Stadium in September 2021
- ✧ 10 students take part in School Creative Works 2022 in October 2021
- ✧ Choir Christmas Caroling in Ritz Carlton Hotel in December 2021
- ✧ Senior Mixed Choir Disney Performance in December 2021
- ✧ Senior Mixed Choir Christmas Performance in Ying Wa College in December 2021
- ✧ Online Chinese Opera Appreciation (S5) in February 2022
- ✧ Arts Development Council Arts Ambassadors program (two students nominated as arts ambassadors)
- ✧ 74th Hong Kong Schools Music Festival
- ✧ Percussion Team Joint School Music Competition by JSMA in June 2022
- ✧ A Cappella Team Performance in 25th Handover Celebration in June 2022
- ✧ Senior Choir Performance on the True Light 150th Anniversary Thanksgiving Ceremony in July 2022
- ✧ Orchestra Performance on the True Light 150th Anniversary Thanksgiving Ceremony in July 2022
- ✧ Chinese Orchestra Disney Performance in July 2022

Awards

- ✧ School Creative Works 2022 by EDB-Creative Ideas Award- School Orchestra
- ✧ 74th Hong Kong School Music Festival
 - ◆ Piano Solo Grade 5 - 1st Runner Up: 1A (26) Ting Sum Yuet
 - ◆ Piano Solo Grade 6 - 2nd Runner-up: 2C(21) Tsang Hau Sin
 - ◆ Piano Solo Chinese Composer-Junior - Champion: 1A (26) Ting Sum Yuet
 - ◆ Zheng Solo - Senior - 2nd Runner-up: 5A (27) Wan Ka Yan
 - ◆ Vocal Solo(Chinese) 14 years old or below - 2nd Runner-up: 3C (9) Law Long Gi
 - ◆ Vocal Solo(English) 14 years old or below - 2nd Runner-up: 3C (9) Law Long Gi
- ✧ Joint School Music Competition by JSMA: Secondary School Ensemble (Percussion) –Gold Award



4.2.1.2 Visual Arts

The Visual Arts Department organized many activities this year. It aims at arousing students' interest in different art aspects and engaging learning experiences through various means.

Internal Activities

- ✧ Inter-class Display Board Competition
- ✧ S1 Form Association Display Board and Program Cover Design Competition
- ✧ S2 Form Association Badge Design Competition
- ✧ Athletics Meet and Swimming Gala Cover Design Competition

External Activities

- ✧ Art Talk (Medium Introduction) by the HK Artland
- ✧ Illustration Talk by Fine Effort Illustration
- ✧ Fashion Design and Painting Workshop by Inno Fashion Center
- ✧ Sculpture and Wood Painting Workshop by Tin Yan Wood Work
- ✧ Light Mapping Workshop by M Craft Production
- ✧ 3D Mural Painting Workshop by M Craft Production
- ✧ Decorative Painting Workshop by M Craft Production
- ✧ Procreate Workshop by Ho Workshop
- ✧ Shadow and Background Painting Workshop by Playful Bricker
- ✧ Borders Painting Workshop by Tinkle Films
- ✧ Introduction to Painting Workshop by PNL Company Limited
- ✧ Western and Chinese Calligraphy Workshops by artists
- ✧ The 14th Arts Ambassadors-in-school Scheme by Hong Kong Arts Development Council

Awarded Competitions

- ✧ Champion of the "Tsuen Wan 60th Anniversary Colouring Competition" from Po Leung Kok and F.S.F.T. Children and Youth Development Centre
- ✧ Champion of the YTM CYC Folder Cover Design Competition (Secondary School Group)
- ✧ Two merit awards in YTM CYC Folder Cover Design Competition (Open Group)
- ✧ Champion and Four merit awards in Celebrating the 25th Anniversary of Establishment of HKSAR – Bookmark Design Competition
- ✧ Three merit awards in Celebrating the 25th Anniversary of Establishment of HKSAR - Painting Competition

Design competitions were held throughout the academic year. The purpose of these competitions is to provide a platform for students to showcase their artistic potential. Students also participated in various Visual Arts activities outside the school. It was a very good experience for them as it helped foster an artistic sensibility for them.



4.2.1.3 Drama

In order to enhance students' ability in the appreciation of drama performance and encourage creativity in drama, our school provides life-wide learning opportunities and platforms for students to partake in various drama activities both within and outside school. It is hoped that students can sharpen their edges in terms of drama techniques, cooperation and communication while enjoying valuable and memorable experiences beyond the classrooms.

Drama Lessons and Workshops

- ✧ The teaching of Drama has been integrated into the S1 and S2 mainstream curricula since 2012. Each class is assigned a double lesson in alternate cycles to develop their confidence in acting and speaking in English. Students' learning was consolidated with the end-of course mini-performance in class.

Joint True Light Schools Improvisation Drama Workshops and Sharing Session 2022

- ✧ The captioned workshops and sharing session were cancelled due to the COVID-19 pandemic.

English Drama Fest

- ✧ The captioned competition was cancelled due to the COVID-19 pandemic. The related CEG course to train students for the competition was also cancelled accordingly.

4.2.1.4 Physical Development

Sports activities were organized to:

Promote the importance of regular exercise habits and ways to maintain a healthy lifestyle

- ✧ The 1-minute skipping tests were held in the first term and second term as one of the fitness assessments. To arouse the motivation of the students, an inter-class competition of 1-minute skipping was carried out.
- ✧ Home exercise routines were taught in the PE lessons, students were motivated to build their regular exercise habit at home. The game-based fitness activity in the warm up session highly aroused the interest of the students. With the support of video and audio devices in the new mini-hall, the lessons have been carried out in a more efficient way.
- ✧ Due to the pandemic of COVID-19, more knowledge about health and fitness were taught in the zoom lessons.

Cultivate True Light Education, enhance learning effectiveness and cater for diverse learning needs

- ✧ Although most of the inter-school competitions were cancelled, the team members built their sense of belonging and sportsmanship through training and orientation activities organized by the Sports Association. With the constraint of social distancing, the Inter-class Rope Jumping Competition has been carried out during PE lessons. The class spirits and the cohesiveness were enhanced.
- ✧ The Olympic medalists from Hong Kong and our National Team have been introduced to students in P.E. Lessons. Quizzes with bonus marks have been set up to increase the interaction. Students showed interest in the topic and were inspired by the persistent stories of the elite athletes.

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- ✧ The “PE Learning Fun” platform was arranged to all S1 to S4 students who might learn proactively with interest in this learning platform. Encouraging them to be more self-directed in exploring different sports topics, an inter-class quiz about the sport knowledge covered in the ‘Learning Fun’ was carried out.
- ✧ Our dance team members joined the School Cultural Day Scheme and watched a ballet dance show presented by the HK Ballet at the Grand Theatre of Hong Kong Cultural Centre in October, 2021. They were mostly impressed by the outstanding performance of the top dancers.
- ✧ The Discover Rugby programme was introduced to S2 and S3 classes. Students engaged in physical activity through rugby to get positive benefit and impact of sports. Students were also equipped with skills and knowledge to a healthy lifestyle and goal setting in life.
- ✧ An online movie appreciation activity was held in March 2022 for more than 170 students who could enjoy the movie at home during the long holiday. The movie motivated students to try their best to improve and overcome their challenges in life.
- ✧ 30 students visited the Customs and Excise Training School in December 2021 to join the Hong Kong Customs and Excise Experience Day organized by the HK Elite Athletes Association. Three special sports activities, including shooting, rock climbing and rugby were introduced. Students were also able to get in touch with the occupation and inspire them to prepare themselves for future careers. Most students enjoyed the fun of sports and gave positive feedback for the activity.
- ✧ Most of the inter-school competitions were cancelled due to the Covid-10 pandemic. However, the swimming team achieved outstanding results in the Inter-school Swimming Competition which has been postponed for 7 months. The table-tennis team also achieved good results in an invitation table-tennis competition. These experiences gave confidence to the students and enhance their sports performance.

Awards in inter-school competitions (2021-2022) were listed below:

Inter-school Swimming Competition

Hong Kong Schools Rowing Championships

Inter-school Indoor Rowing Competition

YTM Invitation Table Tennis Competition

True Light Joint School Athletics Meet

- ✧ Girls’ Overall 2nd, Girls’ A Grade 2nd, Girls B Grade 4th,
- ✧ Girls’ C Grade 4th
- ✧ Girls’ B Grade (U16) W1X Champion
- ✧ Girls’ A Grade 7th
- ✧ Champion, 2nd
- ✧ Individual Champion

Remarks:

Some scheduled competitions from January to June have been cancelled due to the school suspension and outbreak of COVID-19.



4.2.2 Moral and Civic Education

Civic Education in our school is being carried out in the formal and informal curricular. In the formal curriculum, civic values concerning roles and responsibilities of self towards peers and families, serving our school and community and caring about Hong Kong and China are immersed. Besides caring about Hong Kong and China, the focus of the informal curriculum is on promoting national identity.

In this school year, the Civic Education Committee organized or promoted the following activities.

- ✧ September Recruitment of Senior Civic Education Ambassadors (SCEA) and Civic Education Ambassadors (CEA)
- ✧ 28/10 ICAC Drama Show for S3 students
- ✧ 4/12 丹麥網上交流團
- ✧ 18/12 香港電台《知情識趣31》全港初中生常識問答挑戰賽
- ✧ December 「《基本法》康樂棋」活動
- ✧ 31/3 德國網上體驗遊
- ✧ April 公民教育周



4.2.3 Community Service

Service learning combined volunteer activities with the intent that the activities could change both the recipients and the providers of the service. This was accomplished by combining service tasks with structured opportunities that linked the task to self-reflection, self-discovery and the acquisition and comprehension of values, skills and knowledge. The best learning experience would not be gained by passive participation in school activities, but was acquired in situations shaped and initiated by the students.

Our school provided lots of opportunities for our students to serve the community in this way. Through different organizations like Student Social Service Corps, Community Youth Club, Girls Guides, Junior Police Call, Oxfam Club, Red Cross Youth Unit, Road Safety Patrol and Zonta Z Club, students could organize and take part in various activities to serve the community. Flag selling, charity sale, health project and elderly centre visits were arranged for and by our students.

In order to raise our students' awareness over community affairs and encourage them to take part in community activities and voluntary work, our school pledged to encourage our students to take part in voluntary services and became one of the Heart-to-Heart Project Schools of the Hong Kong Federation of Youth Group since 2009. The total number service hours of our students are 17590.

Throughout the activities, our students fully realized the school motto – Thou Art the Light of the World. Students gained great satisfaction from participating in social services to serve other people and contribute to society and, at the same time, developed positive attitudes on perseverance and respect for others.

Activities held in 2021-2022 are listed below:-

- ✧ 中四級社區體驗義工服務計劃
- ✧ 香港職業發展服務處九龍區賣旗日
- ✧ 勞聯智康協會有限公司九龍區賣旗日
- ✧ 校內傳愛心行動：向工友姐姐致謝
- ✧ 賽馬會耆智園：賽馬會友里蹤跡社區計劃學校講座

4.2.4 Leadership

A leadership training day camp was held for all pre-S5 students in the summer vacation to enhance their problem solving techniques, communication skills and leadership development through a variety of experiential learning activities.

Besides, 5 workshops were organized for chairmen and vice chairmen of SU and ECA clubs. 80 students were selected nurture and develop their outstanding leadership qualities. Participants were engaged in a wide range of activities including discussion, presentations, role playing and challenging games which would give them the confidence and skills to lead effectively in the OLE units.

4.2.4.1 Student Union

Bridging the school and students, Student Union is not only an organization that serves, but also one that strives to innovate and inspire. Ceaselessly, the Student Union made approaches to pepper students' school life with a diverse range of internal and external activities, as well as providing them with multifarious welfare. The elated cheers and applauses during the activities marked success and the breakthrough for the organization.

Activities held in 2021-2022

- ✧ S1 Orientation Day
- ✧ Online Sub-Committee Recruitment
- ✧ Products / Stationary Selling
- ✧ Christmas Celebration
- ✧ Online S6 Farewell Assembly
- ✧ Pencil Case Design Competition
- ✧ Inspiration 4 All Photo-Taking Competition
- ✧ TLGC Challenge Competition
- ✧ True Light Journal Sharing Month
- ✧ Provision of Free Photo Taking in S6 Graduation Ceremony
- ✧ Gong2 Quiz
- ✧ "Count Our Blessings, Cherish Our Dreams" Assembly
- ✧ Teachers' Day



4.2.4.2 Houses

The four Houses held an array of activities for their House members in the last academic year, such as the orientation day for S1 students, various interest classes and visits to notable companies. They also organized several selling activities like selling of hot chocolate, stickers, lucky bags and foolscap paper. Some Houses held joint charity events with other societies, including the charity selling for snacks and bracelets. With the huge diversity of activities held by the Houses, they achieved the goals of uniting all House members and boosting their sense of belonging.

4.3 Religious Education

- ✧ Student Fellowship Training (11/08/2022)
 - A training was organized for new members of the Student Fellowship on 11/8/2022. More than 30 students joined the training and programmes included hymn singing, games, Bible sharing and prayers.
- ✧ Teacher Retreat (25/8/2021)
 - Sharing by Rev. So Chun Keung, Timothy (蘇振強牧師) from the Chinese Christian Church.
- ✧ School Commencement Ceremony (1/9/2021)
 - The Principal introduced the new teachers and also encouraged students to follow this year's school theme –I Love True Light.
- ✧ S1 Education Sunday (19/9/2021)
 - The service was held in HKCCC Hop Yat Church (Kowloon Church) with S1 students, class teachers and new teachers being the participants. Besides, five members of the Senior Fellowship were responsible for leading the worship.
- ✧ S1 Orientation 10/2021)
 - The Student Fellowship visited S1 students in recess sessions in early October in order to let S1 students have more understanding of the Student Fellowship.
- ✧ Display Boards and Booth Games (13-15/12/2021)
 - An exhibition with three display boards of stories of Jesus Christ, Apostle Paul and the school founder, Ms Harriet Noyes and game booths were organized from 13-15 Dec 2021 to educate students about the origin of love and values of caring and serving to others. Questions related to the display boards were asked and small gifts were given to the participants who gave the correct answers.
- ✧ Christmas Service (20/12/2021):
 - During the service, our Student Fellowship Praise Team led our students to sing melodious Christmas hymns. After that, our Principal, Vice Principals and teachers joyfully participated in carol singing to highlight the spirit of Christmas. Our Principal ended the service with a sharing and encouraged our students to explore the true meaning of Christmas. All teachers and students had a wonderful time in the service.
- ✧ Easter Service (8/4/2021):
 - Due to the COVID 19, the Easter Service was cancelled.
- ✧ Gifts to S1 Students (5/2022)
 - Gift cards with Bible verses were prepared by fellowship students as gifts to the S1 students in order to invite them to join the Fellowship.
- ✧ Graduation Ceremony & Lantern Passing Ceremony (24/6/2022)
 - The Graduation Ceremony was to celebrate with our graduates their completion of the secondary school life. The Lantern Passing Ceremony was then held as a way for students to carry on and live up with the long tradition and history of True Light.



4.4 Environmental Education

The Environmental Education Committee formulates strategies to promote environmental awareness and conservation amongst members of TLGC.

✧ Environmental Education Activities

1. Exhibitions

- Exhibition on Energy efficiency (EMSD) in the mini hall (5th November 2021)
- Exhibition on Horseshoe Crab in the Biology Laboratory (April 2022)

2. Talk

- Talk on plastic waste in the mini hall (20th October 2021)
- Interactive drama at school hall (20th October 2021)
- Talk on energy efficiency and conservation in school mini hall (5th November 2021)
- Talk on scar of mountains in school mini hall (1st August 2022)

3. Visits and recycling activities

- Visit to Mao Po Nature Reserve (13th November 2021)
- Visit to Tai Tong, Yuen Long (27th November 2021)
- Visit to Tai Po (4th December 2021 and 11th December 2021)
- Visit to Pak Nai (26th July 2022)
- Old Clothes Recycling Campaign and Old Exercise Book Recycling Activity planned by the Committee were cancelled this academic year out of public health concern.

4. Others

- No Air-Con Night 2021: We joined the No Air-Con Night organized by the Green Senses to promote the wise use of air-conditioning. All students in True Light pledged to turn off the air con on 8 October 2021.
- Green Pledge: We organized a Green Pledge drawing up activities in September 2021 during which students needed to discuss with their classmates on what they could do to conserve energy, reduce waste and improve cleanliness in order to create a cleaner and greener classroom and campus. All pledges were signed by students and posted in the notice board in classrooms.
- Clean Classroom Campaign: The campaign commenced in the whole school year. Green ambassadors were assigned to conduct a weekly check on the cleanliness and tidiness of their classrooms. The results of the check were report to teachers of the Committees. The cleanest class in the whole school would receive commendation at the end of each term. The campaign was disrupted owing to school suspension & HKDSE.

✧ Incorporating environmental education in formal curriculum

1. Life and Society:

- S1: Green Consumption is a topic in S1 L & S. Students drew poster to promote green consumption and ethical consumption.
- S3: Students conducted a research project of an environmental issues in Hong Kong.

2. History

- S4: Students learnt the causes and impact of global environmental problems (e.g. Global Warming) in the late 20th century. They also discussed if international cooperation was effective in solving the problems.

3. Reading periods and short assemblies

- Lesson plans (e.g. Global Warming, solid waste and Biodiversity in HK) were drawn up for use during the class assemblies or reading periods. Students could get more chances to discuss and explore environmental issues affecting their daily life, their nation or the world.



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- ✧ Recruitment and training of Green Ambassadors
 1. Green Ambassadors were recruited from among the students who were passionate about environmental protection in all classes. Orientation was provided by teacher I/C of the Committee in September 2021 and all ambassadors voluntarily signed up to join the Student Environmental Protection Ambassadors Scheme organized by the Environmental Campaign Committee.
 2. All ambassadors attended two online induction workshops held by the Environmental Campaign Committee.
- ✧ Building a more sustainable campus
 1. Solar Harvest
 - Two applications have been made to the EMSD for installation of solar panels on the rooftop of the main building. Both applications were put on hold pending the EDB to repair the roof.
 - Application has been made for the installation of Real-time Energy Monitoring Systems on 10/6/2022. The meters would enable the school to monitor the use of electricity in all classes. The application is pending the approval of the EMSD.
 2. Recycling

The following recycling facilities have been set up and maintained by the Committee

 - Three-colour recycle bins outside the school canteen
 - Toner & Ink Cartridges Recycling outside the general office
 - Paper recycle boxes in all classrooms
 - Paper recycle bags on the 1st to 5th floor of the main building
 - A4 and F4 paper recycle boxes in the Staff room



4.5 Financial Assistance Fund

4.5.1 Student Financial Assistance Scheme

There were 103 and 70 students who received full and half subsidy respectively. Compared with previous year, there was a decrease of 1% and decrease of 15.6% in full and half subsidy.

4.5.2 Student Activities Support Grant

A total of \$92,950 was provided to our students from EDB Student Activities Support Grant. Subsidies were given to 192 students participating in 16 different OLE activities including Life-wide learning Day, Porcelain Painting Workshop, Perfect Training Camp, Choir Performance in HK Disneyland, Chinese Orchestra in HK Disneyland, Sand Painting Course, Music Composition Class, Summer Music Composition Class, "I Still Remember" Movie Appreciation, Master of Ceremony Course, News presenting Course, Affective Education Workshop: Scented Candle Making, Social Volunteer Training Workshop, Hovercraft Training Course, Cantonese Opera Workshop, Musical Instruments Training Course.

4.5.3 Shiu Wai Ming Financial Assistance Fund

Shiu Wai Ming Financial and Educational Assistance Fund is donated by an alumna and managed by Shiu Wai Ming Financial and Educational Assistance Fund Management Committee. Students at school and graduates of the year eligible for receiving CSSA or student financial assistance are entitled to apply for the fund to subsidize for their living, joining extra-curricular activities and further studies. Other students with relevant proofs of their family financial difficulties can also apply. The nature of subsidies ranges from cultural, examination fees to ECA activities. The total amount subsidized was \$101,333.80 to more than 150 students this year. Total subsidized amount included: one-off registration fee subsidy \$70,925 (104 students), purchase reference books \$1,633.80, students' SIM cards \$4,845 and extra-curricular activities fees \$23,930.

4.5.4 True Light Scholarship Foundation

Four students were granted a total amount of \$50,000 because of their special family needs.

4.6 Parent-Teacher Association

The True Light Parent-Teacher Association was established in 1999, aiming at strengthening the communication between parents and the school. Over the years, the Association has organized a wide range of activities, including Parental Talk, “Find Your Voice” film appreciation and sharing, old-book selling activity for Pre-S1 students. It has been a very enthusiastic sponsor of school activities, facilities, Reading Award Scheme to recognise students who excel in their academic performance. To facilitate the communication between the school and parents, online newsletter were published to keep parents informed of the school development. The Association had been an active supporter of school activities such as Teachers’ Day, Graduation Ceremony, End of School Year Ceremony, etc. A variety of scholarships were also offered by the Association to encourage students to develop their potentials. According to EDB stakeholder questionnaires, parents’ view on home-school cooperation was 3.7 on average. The results shows that our school has the full support of parents who deeply appreciate the efforts made by the school to provide quality education

Activities held in this school year:

- ✧ S1 Bridging Course
- ✧ Pre-S1 English Enhancement Course
- ✧ Giving out “Whole-school Reading Programme” award
- ✧ Donating anti-epidemic items to students
- ✧ Sending gifts to teachers on Teacher’s Day
- ✧ Parental Talk “Parent-child Relationship in the Pandemic Whirlpool” 「疫逆漩渦中的親子關係」 delivered by Dr. Sandra Tsang, the Associate Professor of Department of Social Work and Social Administration, the University of Hong Kong
- ✧ Sending our best wishes to S6 girls on S6 Farewell Assembly
- ✧ Sending gifts to S6 girls Graduation Ceremony
- ✧ “Find Your Voice” Film Appreciation and Sharing
- ✧ Old book selling activity
- ✧ Online publication of PTA 25th Newsletter
- ✧ Giving out PTA Scholarships at the End of School Year Ceremony
- ✧ Sponsoring school activities



4.7 Alumni Association

The Alumni Association shows a very strong sense of belonging to the school. The graduated girls have been actively supporting the school through regular meetings to organize activities for alumni, providing scholarships to students, sharing at school assemblies, sponsoring various school activities and organizing the mentoring program for S5 students. The Alumni Homecoming Day is organized in January every year.

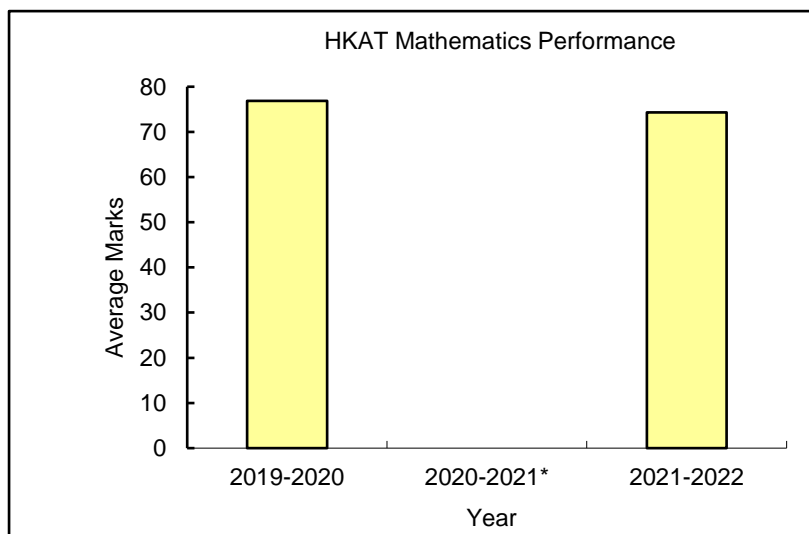
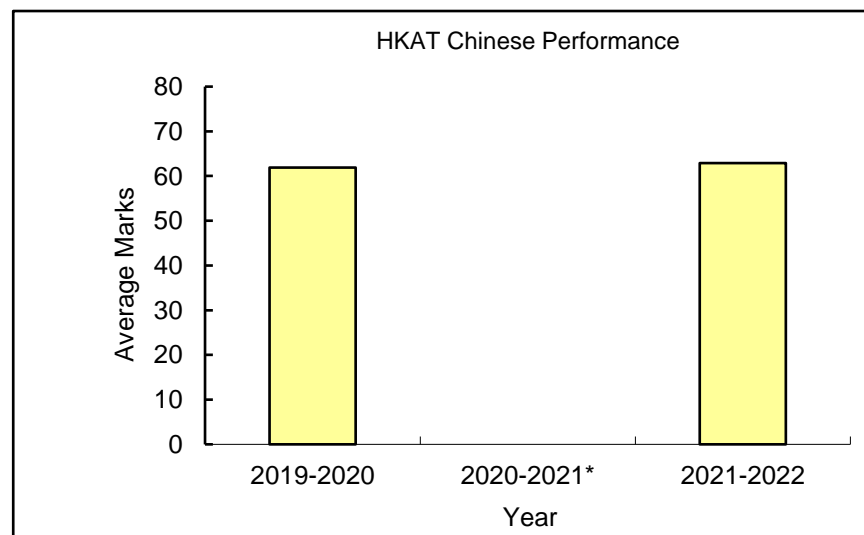
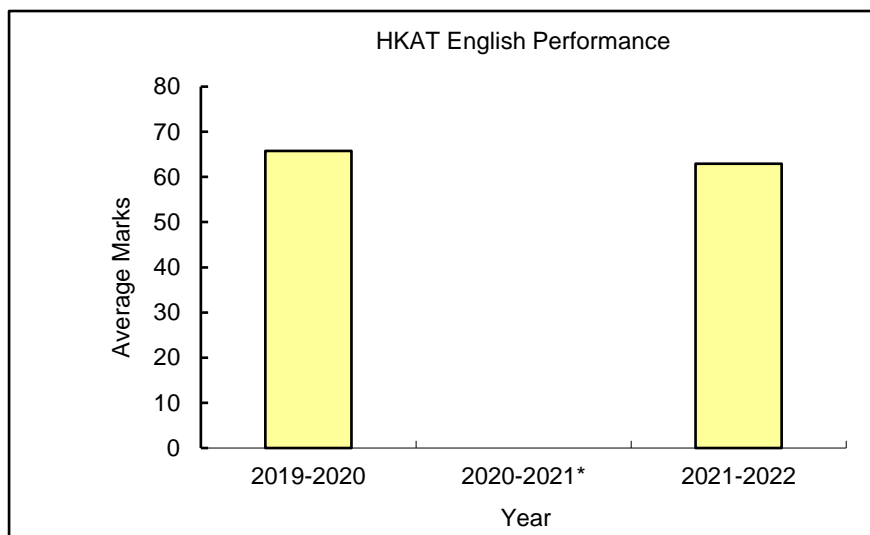
Activities held in this school year:

- ✧ Mentoring program for S5 students
- ✧ Publication of Alumni Newsletter
- ✧ True Light Alumni Scholarship



5. Student Performance

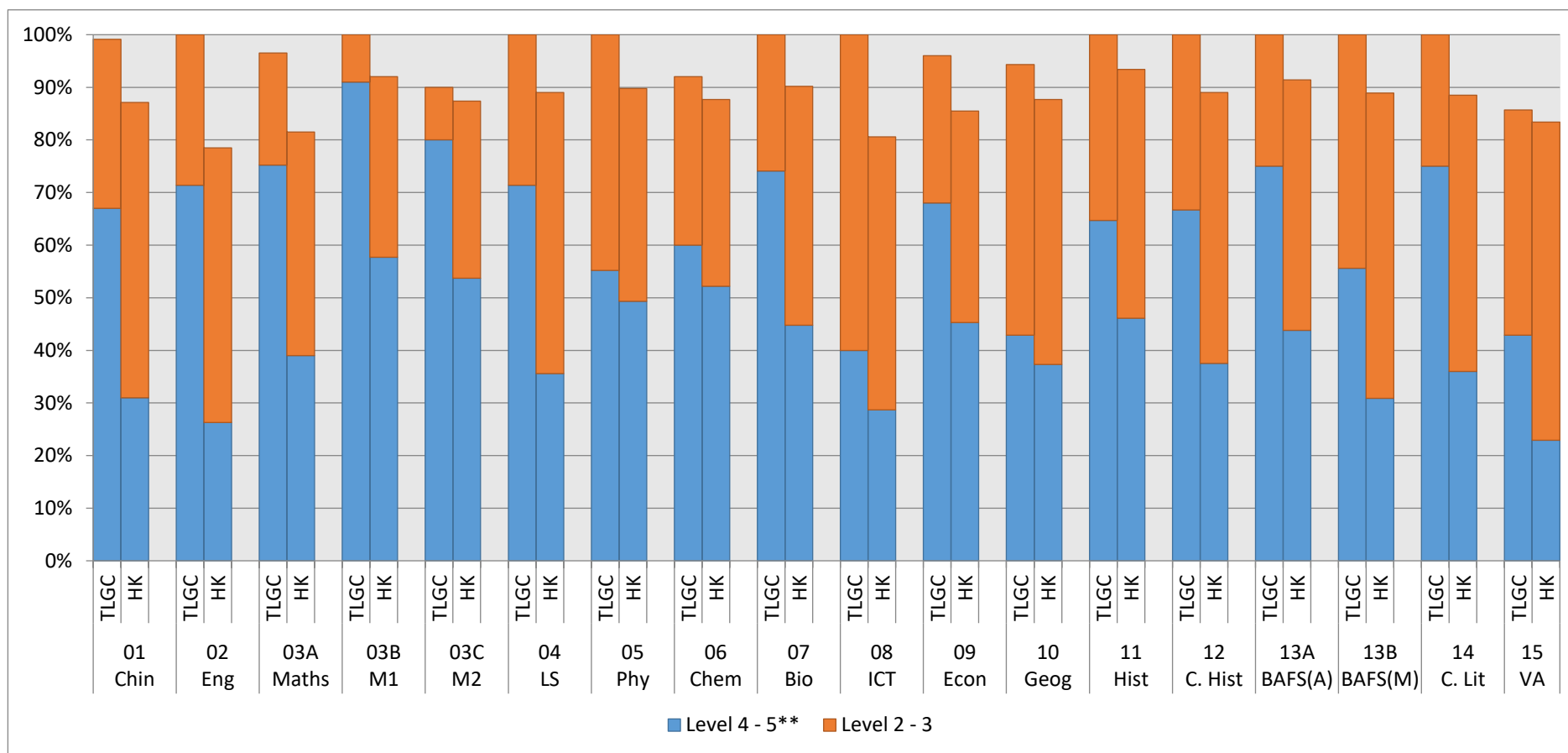
5.1 Students' Performance in Hong Kong S1 Attainment Tests (HKAT)



* HKAT 2020-2021 was cancelled due to COVID-19 pandemic.

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5.2 Performance in Hong Kong Diploma of Secondary Education Examination (HKDSE) in 2022



HKDSE 2022 – Percentage of students attaining Level 4 or above in best six subjects

	M2	M1	Maths	BAFS (A)	Chin Lit	Bio
TLGC	90.9%	80.0%	75.2%	75.0%	75.0%	74.1%
HK	53.7%	57.7%	39.0%	43.8%	36.0%	44.8%

	TLGC	HK
Percentage of Level 5 or above	23.2%	13.0%
Percentage of Level 4 or above	67.8%	35.6%
Percentage of students attained Chin-3, Maths-2, LS-2 or above	90.8%	36.9%

JUPAS Result in 2022

Percentage of students with offer:	88% (95 students)
Percentage of students enrolled in tertiary education through JUPAS or other means:	97.2% (105 students)

5.3 Achievements and Awards

5.3.1 English Language

Hong Kong Schools Speech Festival 2021-2022

Solo Verse Speaking

Champion

Chan Pok Sze	3D
Choi Pui Cheung	4D

1st Runner-up

Ho Yui Chun	1A
Lo Candis	3A

2nd Runner-up

Chiu Kirsten	1B
Choi Cheuk Ki	3A
Lam Hoi Ying	5C

Sit-Out, Act Up Improvised Drama Competition 2021-2022 (NET Section, EDB)

3rd Prize

Cheung Tsun Yee Denise	1A
Ting Sum Yuet Cynthia	1A
Eto KC Mayumi	2A
Ahmad Salih Qadrinnisa	2B
Pun Angela	2B
Balcita Bienne Chloe	2C
Wajid Sheema Hussain	3A
Quinto Vanessa Gail Aquino	3B



5.3.2 Chinese Language

香港學校中文朗誦節 2020-2021

詩詞獨誦

冠軍

馮康翹	2A
-----	----

亞軍

練芷穎	2B
-----	----

季軍

黃曉慧	1B
趙允言	1B
陳婉琪	5C

散文獨誦

冠軍

趙允言	1B
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亞軍

王絡昀	3C
-----	----

二人朗誦

亞軍

李映蓓、甄子慧	5A、5B
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全港中小學普通話演講比賽 2022 (九龍區初中組初賽)

優異星獎

楊旋	2B
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良好獎

岑凱琳	1A
梁樂妍	1D
陳嘉琳	3A

第3屆粵港澳大灣區生命教育徵文比賽 「仁者愛人」

高中組「優秀作品獎」

黃嘉敏	4C
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5.3.3 Mathematics

真光女子數學邀請賽 2021

Certificate of Distinction (1 人)

粵港澳大灣區數學競賽預選賽 2021 (香港賽區)

一等獎 (7 人)

二等獎 (17 人)

三等獎 (16 人)

國際數學奧林匹克 2022 (香港選拔賽初賽)

優異獎 (2 人)

粵港澳大灣區數學競賽 2022 (大灣賽區)

選拔賽

一等獎 (1 人)

二等獎 (1 人)

三等獎 (4 人)

優異獎 (1 人)

總決賽

三等獎 (2 人)

優異獎 (1 人)

泰國國際數學競賽 2021-2022 (香港賽區)

初賽

金獎 (4 人)

銀獎 (4 人)

銅獎 (5 人)

晉級賽

銀獎 (3 人)

銅獎 (3 人)

總決賽

優異獎 (3 人)

5.3.4 Science & STEM Education

The Chemist Online Self-study Award 2022

Diamond – 5 students

Platinum – 3 students

Gold – 8 students

Bronze – 17 students

第三屆「社創·社區 4.0」比賽

冠軍、優秀表現獎

創意思維世界賽香港區賽 2021

第四題高中組別 – 亞軍

香港創科展

優異獎

作品名為「照「單」全收

「逆境自強」短視頻比賽

優異獎

“Dream District” VR Competition

2nd Runner Up

Chen Jia Lin 3A

Choi Cheuk Ki 3A

Lo Candis 3A

Tung SumYi 3A

Yu Lok Ching Valerie 3A

Zhang Yuk You 3A

Wong Lorraine 3C



5.3.5 Music

Hong Kong Schools Music Festival 2022

聲樂獨唱 (中文; 14 歲或以下)

季軍

羅朗芝 3C

聲樂獨唱 (英文; 14 歲或以下)

季軍

羅朗芝 3C

箏獨奏 (高級組)

季軍

溫嘉欣 5A

鋼琴獨奏 (中國作曲家初級組)

冠軍

丁心悅 1A

鋼琴獨奏 (五級)

亞軍

丁心悅 1A

鋼琴獨奏 (六級)

季軍

曾巧善 2C

教育局創藝作品 2021 比賽

傑出意念獎



5.3.6 Physical Education

「跳繩強心」2021 網上跳繩比賽

女子中學初中組級二重跳

亞軍

莫曲欣 3A

女子中學高中組級雙腳前跳

亞軍

余秋儀 5D

女子中學高中組級雙腳前跳

優異獎

傅咏姿 4C

女子中學高中組級交叉開跳

優異獎

郭家妮 4D

學界游泳比賽

丙組團體殿軍

乙組團體殿軍

甲組團體亞軍

女子全場總亞軍



5.3.9 Career Education

第五屆香港中學朋輩調解比賽

冠軍



5.3.7 Visual Arts

油尖旺慶祝香港回歸祖國 25 周年活動

書籤設計比賽

中學組冠軍

伍凱欣

4D

優異

楊鎧希

4A

李沅頤

4A

莫菲菲

5D

王海晴

4C

繪畫比賽

公開組優異

黃善瑜

3C

謝芷蕎

2A

王海晴

4C

公益少年團文件夾封面設計比賽

中學組冠軍

謝芷蕎

2A

公開組優異

黃善瑜

3C

伍凱欣

4D

健康四格漫畫創作大賽 2021

中學組優異獎

蕭安瑤

6B

「《基本法》與我」

香港中小學生海報設計比賽 2021-2022

中學組優異獎

鄭綽蘅

4D



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6. Financial Summary

Financial Summary 2021/2022

(Unaudited Report)

	Balance b/d from previous year	Income	Expenditure	Balance c/d to next year
	\$	\$	\$	\$
(I) Government Funds				
EOEBG Grant				
EOEBG Balance	4,926,381.49			4,926,381.49
Administration Grant Account		3,879,984.00		
Administration Grant for add clerical assistant		430,288.65		
Total Administration Grant Balance		4,310,272.65	3,896,808.42	413,464.23
School and Class Grant Account				
- Grant Received		779,727.83		
- Other Income		304,563.65		
Total School and Class Grant Balance		1,084,291.48	1,257,344.74	(173,053.26)
Air-conditioning Grant		572,133.00	252,220.00	319,913.00
Capacity Enhancement Grant		642,934.00	656,847.84	(13,913.84)
Composite Furniture & Equipment Grant		490,740.75	231,805.53	258,935.22
Composite Information Technology Grant		494,240.00	466,048.64	28,191.36
Consolidated Subject Grant		164,141.84	152,533.66	11,608.18
Guidance and Discipline Programme Funds		8,218.34	2,496.50	5,721.84
Lift Maintenance Grant		140,016.43	79,550.00	60,466.43
Provision for Severance Payment / Long Service Payment		0.00	37,515.67	(37,515.67)
Training and Development Grant		9,404.36	8,231.94	1,172.42
SBM Top-up Grant		50,702.00	23,000.00	27,702.00
SB Speech Therapy Administration Recurrent Grant		8,112.00	7,041.00	1,071.00
	4,926,381.49	7,975,206.85	7,071,443.94	5,830,144.40
Deficit transfer from Special Anit-epidemic Grant				(136,783.42)
				5,693,360.98
(II) School Funds	3,555,904.08	290,113.36	166,250.87	3,679,766.57

7. The Way Forward

It has been a year full of unexpected challenges arising from the COVID-19 pandemic and courageous attempts by the school to overcome all the trials. With the unswerving support of all the stakeholders including the school managers, parents, alumnae, teachers, office staff and janitors as well as all the students, we have continued to enhance students' learning and teaching effectiveness and to uphold the fine True Light tradition in the midst of the pandemic. We have also celebrated the 150th Anniversary of True Light with a variety of programmes including the Career Exploration Day, the Joint True Light Schools Sports Day and the 150th Anniversary Thanksgiving Service, etc. With the concerted endeavours of all the teachers and students, the HKDSE and JUPAS results were very promising and over 88% of our graduates were given a JUPAS offer enabling them to continue to pursue their dreams.

With reference to the evaluation on our school development plan as well as the results of our stakeholders' survey, we will sharpen our focus in the following key areas in the coming school year:

- (1) Cultivating the True Light Value Education through promoting the Year theme "Count Our Blessings, Cherish Our Dreams" and celebrating our 50th Anniversary; and
- (2) Enhancing the learning and teaching effectiveness with focus on promoting students' learning motivation and confidence and also catering for their learning diversities

True Light Girls' College has been receiving abundant blessings from God. God has sent countless loyal servants, including past and present school supervisors, managers, principals, teaching and non-teaching staff, parents, alumnae as well as all those who love and care about True Light. Their commitment and sacrifice have provided the greatest support to True Light girls, nurturing and preparing them to make their dreams come true. In the future, True Light will hold on to its mission of being the Light of the World and continue to provide quality Christian education to students and we shall work to the best of our ability to equip our students with the right attitude to learning, and instill in them an inquisitive mind, positive values and a will to serve the world and shine forth.

