

2022



2023



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 realise 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, Future Classroom, 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, visualiser 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

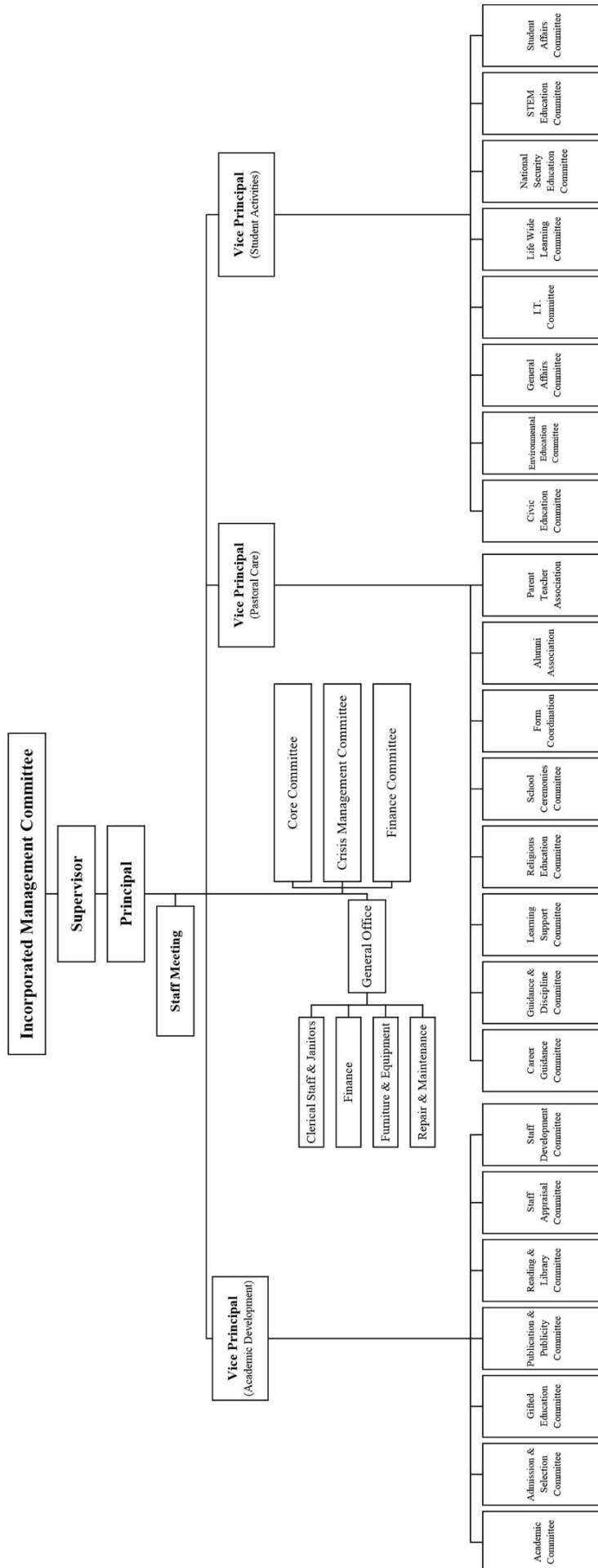
-  To develop students' analytical and critical thinking skills and their academic and cognitive abilities.
-  To cultivate students' enthusiasm for the pursuit of knowledge, physical fitness, social skills and aesthetic appreciation to lay a good foundation for life-long learning.
-  To lead students 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.

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 Organisation Chart



1.3.3 Teachers' views on School Management and Professional Leadership

Teachers' view on EDB Stakeholder Survey	Score (1-5)
School Management	3.7
Professional Leadership of Senior Management	3.7
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

The number of days in a school year with regular classes.	148
The number of days in a school year with learning activities organised for the whole school or whole-class level of students.	30
The number of examination days	20

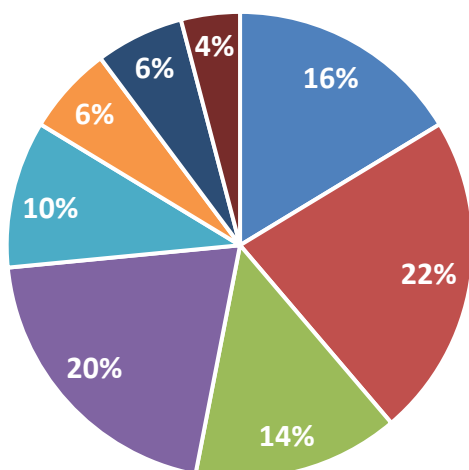
1.5 Curriculum

The formal curriculum offered by the school is listed below:

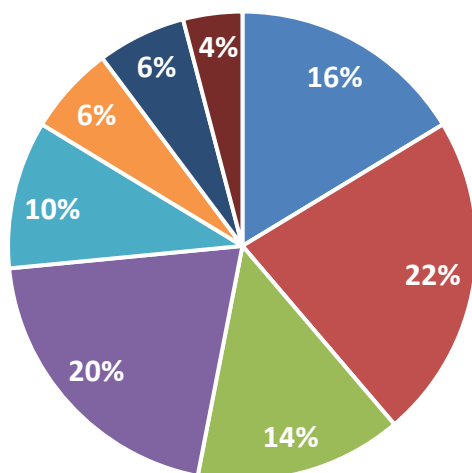
Subject	S.1	S.2	S.3	S.4	S.5	S.6
Chinese Language Education						
Chinese Language	*	*	*	*	*	*
Chinese Literature				*	*	*
Putonghua	*	*	*			
English Language Education						
English Language	*	*	*	*	*	*
Mathematics Education						
Mathematics	*	*	*	*	*	*
Mathematics Extended Part 1 & 2				*	*	*
Personal,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

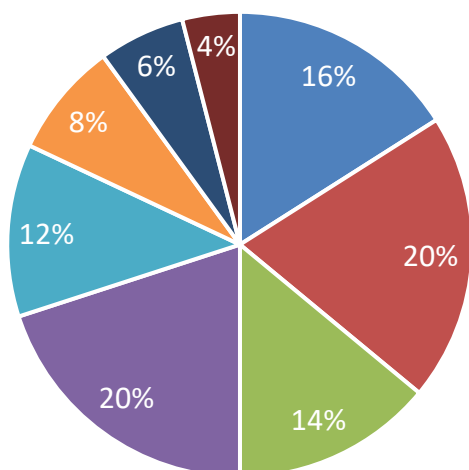
S1



S2



S3



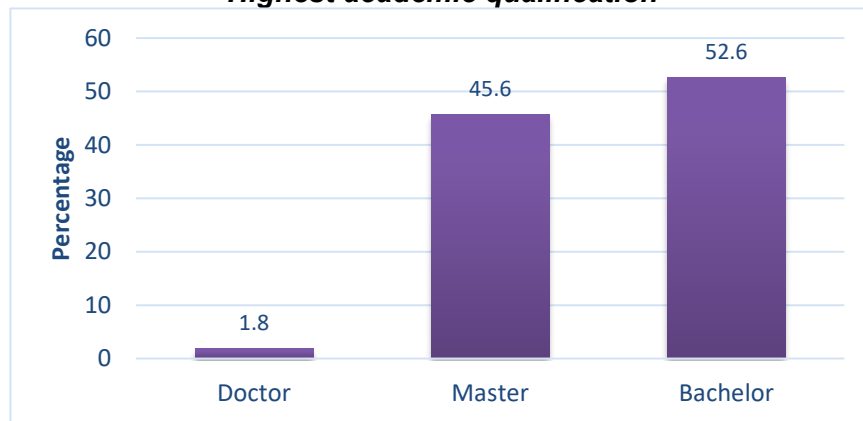
- Chinese Language Education
- English Language Education
- Mathematics Education
- Personal, Social & Humanities Education
- Science Education
- Technology Education
- Arts Education
- Physical Education

Remarks:

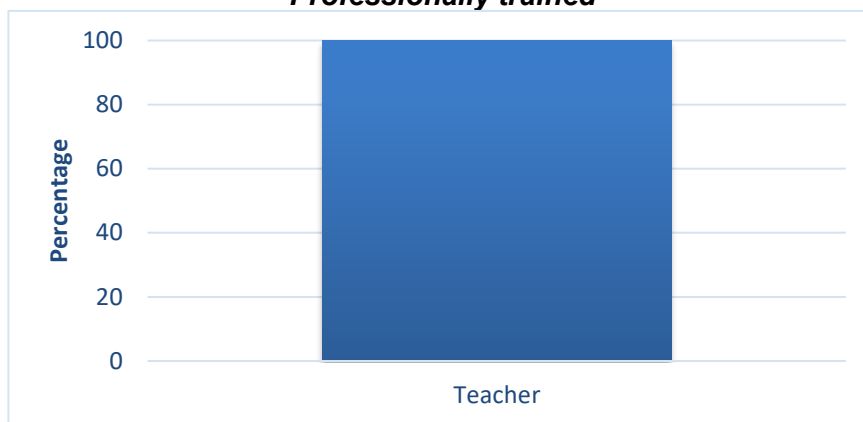
- 49 periods per cycle for S1 & S2
- 50 periods per cycle for S3

1.7 Staff Profile

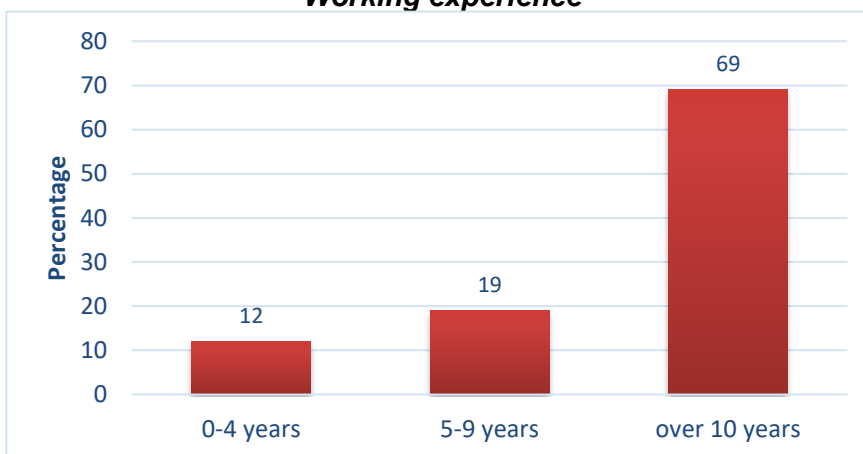
Highest academic qualification



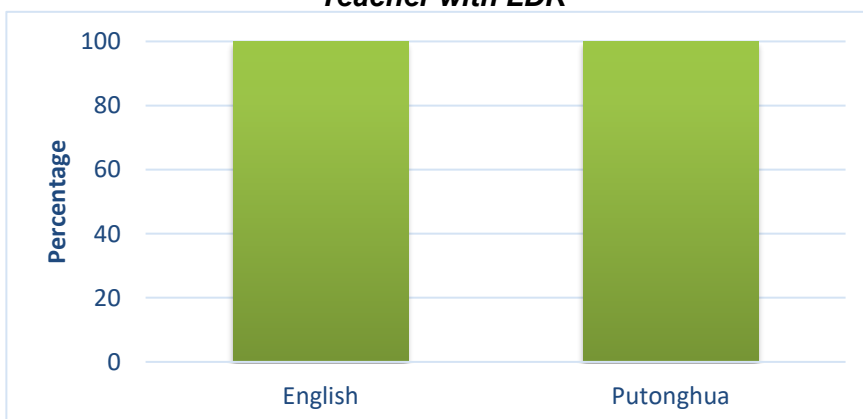
Professionally trained



Working experience



Teacher with LDR



1.8 Professional Development of Teachers

1.8.1 Staff Development Programmes organised by the School

- Mentoring Programmes for Newly-Recruited Teachers
 - New Teachers' Orientation (23/8/2022)
 - Mentoring Programmes for New Teachers
 - ◆ Workshop on Using Websams (19/9/2022)
 - ◆ Programme: Sharing on Teaching Experiences (14/12/2022)
 - ◆ Programme: Handling Examination Invigilation (14/10, 14/12/2022)
 - ◆ Programme: Handling Students' Problems (29/3/2023)
- Staff Development Programmes
 - Teacher Retreat (24/8/2022)
 - School Based Programmes (26/8/2022)
 - ◆ Learning Support for SEN Students
 - ◆ Returning to School with Joy - Support Measures for Students
 - National Security Education Talk (2/9/2022)
 - Year Theme Sharing – Count Our Blessings, Cherish Our Dreams (6/9/2022)
 - Learning and Teaching Sharing – Learning Styles (6/9/2022)
 - Teacher sharing (6/9/2022)
- In-house Staff Development Days
 - National Security Education Talk (12/1/2023)
 - Workshop on “Three Basic Skills on Emergency Preparedness and Aviation Rescue” (12/1/2023)
 - Visit to HKAYP Jockey Club Duke of Edinburgh Training Camp and Lam Tsuen (17/3/2023)
 - Talk on Sex Education (7/6/2023)
 - Parallel Sessions - Workshop on Using Future Classroom and Handcraft Workshop (7/6/2023)

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	1583	27.3

1.8.3 Teachers' view on professional development

EDB Stakeholder Survey	Score (1-5)
Teachers' view on professional development	3.5

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.

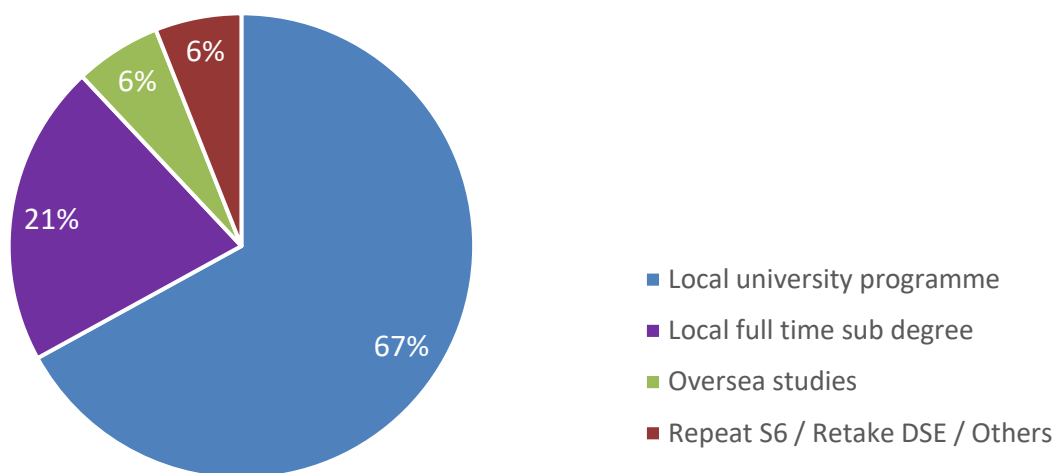
1.9 Student Population

	S1	S2	S3	S4	S5	S6	Total
No. of Class	4	4	4	4	4	4	24
No. of Students	121	119	121	109	103	110	683

1.10 Students' Attendance

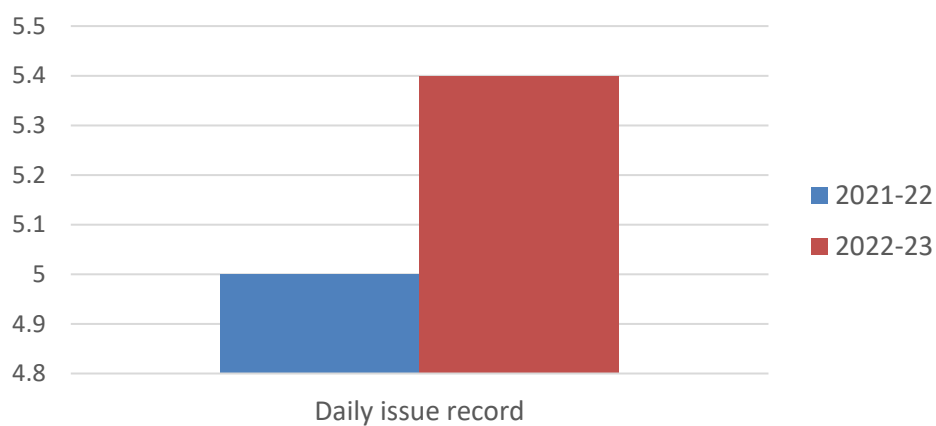
	S1	S2	S3	S4	S5	S6	Total
Students' attendance rate (%)	99.6	98.3	98.2	96.3	96.6	94.1	97.2

1.11 Destination of Our Graduates

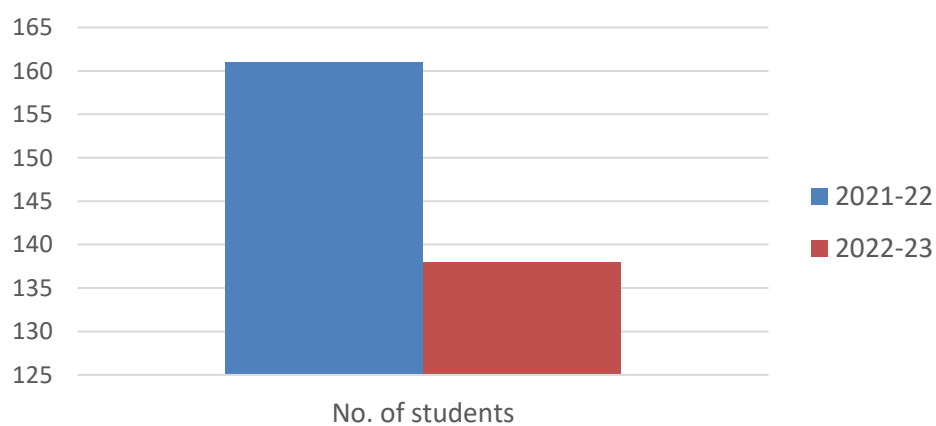


1.12 Students' Reading Habit

Daily Issue Record



Participating in Reading Award Schemes



1.13 Students' Physical Development

	Age 14	Age 15
Average of total score of the 3 fitness items for S3 students	3.9	3.0
Percentage of S3 students within the acceptable weight range	70.8	74.7

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

2.1 True Light Value Education Cultivation

Achievements

True Light Education is cultivated and upheld.

On reviewing and modifying the True Light Education framework,

- ✧ the True Light Education framework was reviewed. There is a close correlation between the qualities in the framework and the seven priority values and attitude recommended by the EDB which are "Perseverance, Respect for Others, Responsibility, Commitment, Integrity, Law-abidingness and Empathy". The school adopted the whole school approach to organise activities or workshops for our students to develop the other three priority values and attitudes recommended by the EDB which are "National Identity, Care for Others and Diligence".

On strengthening the qualities of True Light students through various life-wide learning activities and class periods,

- ✧ school social workers, the police school liaison officer and guests from other NGOs were invited to give assembly talks and run workshops to promote positive values and mental health such as "Positive values" workshop for S1 students, "Traps in Internet" for S2 students and "My Pledge to Act - Be grateful and treasure what we have, stay positive and optimistic" for all students;
- ✧ two class periods in each level were arranged from November 7 2022 to 12 February 2023 to cultivate students' True Light qualities using the school-based materials designed by Guidance and Discipline Committee;
- ✧ 91% of students found the activities and class periods could strengthen their True Light qualities.

On restarting and rejuvenating the traditional activities so as to maintain a positive, harmonious school atmosphere,

- ✧ the school restarted the traditional events such as rope skipping competition and True Light songs singing competition with due consideration given to necessary preventive measures;
- ✧ 90% of students found traditional activities helped to maintain a positive and harmonious school atmosphere.

On equipping class teachers with the values and commitment to uphold True Light legacy through

- ✧ experience sharing sessions by various form coordinators were encouraged during regular form meetings;
- ✧ seven sharing sessions were done by the Principal during staff meetings from August 2022 to May 2023 to equip teachers with positive values in upholding True Light legacy.

On promoting True Light Education among parents,

- ✧ True Light Education framework was introduced to parents during S1 Orientation Day on September 17 2022;
- ✧ a Parent Talk on National Security and Media and Information Literacy was organised on July 18 2023 to promote the values of responsibility and self-discipline;
- ✧ two online resources (Tips for back to school and Advice to Parents on New Mask-wearing Arrangement) were provided by our school social workers to remind parents and students to have positive attitudes and care for others.

National education for and a sense of national identity among students are strengthened.

On reviewing the existing practices in safeguarding national security and launching of national security education,

- ✧ the current situation was reviewed and the development of the informal curriculum was commenced;
- ✧ The national security education curriculum was launched. Three workshops for each level were organised from March 2023 to April 2023.

On promoting national security education in different aspects, including school administration, staff training, learning and teaching and guidance and discipline support,

- ✧ relevant information disseminated by the Government and the EDB was posted on notice boards, sent through eClass, published in circulars, or announced to the staff and students in assemblies;
- ✧ 80% of students agreed that their national identity and their awareness of national security were enhanced;
- ✧ all staff attended the EDB National Security Education Workshop on September 2 2022. Furthermore, a Media and Information Literacy workshop was organised for all teaching staff on January 12 2023 so as to draw their attention to their relationship with the media and the ways to cultivate media and information literacy. Sixteen staff from the Physical Education Subject Panel, National Security Education Committee, the Civic Education Committee and Life-wide Learning Committee participated in a Chinese Marial Art Workshop held on March 22 2023;
- ✧ more than 80% of the staff thought that the content of the EDB National Security Education Workshop and the Media and Information Literacy workshop was useful. Our teachers reflected that they got ideas of how to integrate the national security education in the subjects they taught and knew more about the legal consequences of circulating information that harms national safety and security;
- ✧ the contents of relevant key learning areas / subjects, Moral, Civic and National Education, Constitution and Basic Law Education were revised and enriched. Learning and teaching materials were designed based on the framework of the Curriculum Development Council and were delivered to students;
- ✧ 77.2% of our teachers agreed in the Stakeholder Survey that the school curriculum aligns with the learning goals of national and global identity;
- ✧ the procedure for handling cases of violation of the national security law was drafted up. The guidance and discipline strategies to help students who have breached the school rules were reviewed and the case referral system was updated.

On enhancing the cultivation of positive values among students,

- ✧ national flag was raised every school day. Flag raising ceremony was conducted weekly including important days such as HKSAR Establishment Day, National Day, etc. and important school functions. All students were required to observe appropriate etiquette and sang the national anthem during the flag-raising ceremony;
- ✧ 89.0% and 89.6% of our students agreed that the national flag and the national anthem are important to them respectively in the APASO. Furthermore, 90.2% of our students were proud of their country's history. The results showed that their sense of belongings to the country was increased.
- ✧ more than 30 activities including talks, visits, workshops related to National Security Education were organised by different subject panels and functional groups for our students so as to develop their sense of belonging to the country;
- ✧ a Shanghai study tour was organised from July 2 to 7 2023 for ten S4 students to deepen their understanding of the further study opportunities in mainland China. Hong Kong Guangzhou Sister School Study Tour was organised from May 19 to 21 2023 for fifteen S3 to S4 students to visit our sister school – Guangzhou True Light Middle School. The students joining the two study tours responded positively and looked forward to participating in similar exchange activities in the future;
- ✧ 80% of students agreed that their national identity and their awareness of national security were enhanced through various national security education activities, talks, workshops and visits.

Reflection

- ✧ Through various strategies and activities, the True Light Education qualities of our students, parents and teachers were strengthened. The whole school approach will continue to be adopted in order to uphold the True Light legacy. The school will provide a fertile ground for our students to develop the other three qualities desired for students of the 21st century by the end of their six-year secondary education.
- ✧ By implementing the administrative and educational measures, all teachers and students understood the importance of the National Security Law and National Security Education. A peaceful and orderly school environment and vibe were created to foster students' proper values and maintain the school campus free of political interference.

Feedback and Follow-up

- ✧ As the school resumed normality after November 2022, there was an influx of administrative duties that required our attention. The post-COVID reopening caused the postponement of the Teacher Mentorship Programme. With the aim of fostering the development of future school leaders and upholding the True Light Legacy, the school is committed to introducing the Programme in the coming academic year. Mentoring groups in committees and subject panels will be formed to enable experienced teachers to pass on their experience in teaching, expertise in administration, and the traditions of True Light to the potential leaders of our school.

2.2 Learning and Teaching Effectiveness Enhancement

Achievements

Students' motivation is enhanced with more confidence in learning.

On cultivating students good learning skills and habits in junior levels,

- ✧ the Pre-S1 bridging course and the Adaptation Programme were implemented from August 8 to 11 2022 and September 5 to 6 2022 respectively;
- ✧ training workshops in the Adaptation Programme highlighted the importance of note-taking, introduce various methods of taking notes and the skills of note-taking, together with the understanding of varied learning styles. Over 80% of students find that the workshop can help them to have better understanding of their own learning styles.
- ✧ all academic subjects encouraged students to take and keep their own notes. Note-taking was widely used as a vehicle for encouraging students to record what they learnt and think more deeply about the subject content. Teachers have used a wide array of strategies to help students to take notes, such as writing the outline, keywords or key concepts on the board for students to copy, reminding students how to organise their notes and checking their notes regularly to make sure that students keep their notes properly. 86% of teachers in the Stakeholder Survey reflected that they often teach their students the learning strategies like doing pre-lesson preparation, using concept maps. 90% of our students reported that they were more confident in learning and more familiar with various note taking methods;
- ✧ student notes became a part of continuous assessment in five subjects. For example, all junior level students were required to keep history notes which were checked by teachers at the end of each term. Bonus marks were given to students who made conscious efforts to make notes.

On devising the strategies and providing the resources for students to engage in self-regulated learning,

- ✧ all academic subjects developed at least one set of self-access learning materials to help students to learn on their own. These materials, including practice exercises, examination practice tasks, project work and independent reading, were uploaded to school intranet. 93% of our students found these learning materials enhanced their learning;
- ✧ all academic subjects (except the language subjects) designed an inquiry-based learning project in the junior levels. To help students to make connections between subjects, some cross-subject projects were designed. Chinese History and History, for instance, collaborated on a project on Hong Kong history in S1 which allowed students to learn the past of Hong Kong from different perspectives. 91% of students found these projects enriched their learning experiences.

Students' learning diversities are well catered for within and beyond classroom.

On adopting suitable learning and teaching strategies to cater for learner diversities within classroom,

- ✧ measures to cater for the needs of learners with various abilities and learning styles were introduced in over 90% of the academic subjects. A wide range of approaches was adopted to facilitate the student learning such as creating opportunities to experience success for less-able students by setting questions with clear and simple guidelines or providing samples so that their motivation to learn can be sustained; stretching the potentials of more-able students by setting challenging questions or extended activities in the assignments; and assigning optional assignments to draw on individual students' strengths and further stretch their potentials. 92% of students agreed that these types of learning tasks could further enhance their learning abilities;
- ✧ peer learning community was promoted in eleven subjects to foster a culture of continuous learning and collaboration among students and enhance peer-to-peer learning. Teachers employed the methods of forming groups and setting group works to facilitate students to share their knowledge, skills and experiences with each other in lesson, assigning groups works, like group projects, field trips to increase collaboration among the students, and setting assignments with peer assessment to let students learn from their peers' feedback and insights. 90% of the students reported that the study groups allowed learners with diverse strengths and learning styles to complement each other.
- ✧ pre-lesson exercises and simple tasks have been used frequently by teachers. These exercises ranged from short assigned reading, check-for-understanding exercises to watching online videos. Both teachers and students believed that pre-lesson exercise is an excellent way to help students to acquire basic knowledge. This gives additional time for teachers to focus on generic skills and deal with more challenging tasks in lessons. Assigning follow-up assignments, which correlate to pre-lesson exercise and subject knowledge taught in lesson, has also become a more common practice. This helps teachers to gauge student understanding and crystallise knowledge.
- ✧ 14 enrichment and enhancement programmes were organised for students such as the debating classes, the drama courses, the language enhancement programmes.

On grooming students with talents through gifted education,

- ✧ the Talent Enlightening Alliance (TEA) Club was set up and three activities such as TEA World Dance Delights were organised by the Club. The flower decoration for 50th school anniversary thanksgiving service was prepared by our students graduated from the flower bouquet class;
- ✧ 12 students wrote their stories behind their achievements in the "My Story" display boards placed in the school campus;
- ✧ Students and teachers were invited to hold 4 performances and 5 T Talks which were uploaded to the TLGC Gifted Education YouTube Channel. The talks and performances gave students the opportunities to reach a large audience and bolster their confidence.

On providing comprehensive and individualised support and guidance to students with special educational needs (SEN) to address their learning needs,

- ✧ all SEN students met the SENCO and/or experts like Educational Psychologist. Clinical Psychologist and therapists at least once per month individually or in groups. The meetings and activities provided pastoral care and emotional support to SEN students;
- ✧ 1 parent talk and 2 workshops were arranged. The participants found that these talk and workshops were useful for raising their awareness about the education needs of SEN students. Equipped with stronger communication skills, parents agreed that they were in better position to build a supportive relationship with their daughters and handling parent-child conflicts.

On enhancing the learning of Chinese Language and culture of non-Chinese speaking (NCS) students,

- ✧ the content of the school-based curriculum had been continuously optimised and revised to integrate language learning into daily life in junior levels and better prepare them for public examinations in senior levels. 90% of the NCS students believed that the curriculum designed by the school was appropriate. A new collection of vocabulary books was also designed to build up their Chinese language foundations and over 80% of NCS students agreed that their Chinese language proficiency was enhanced;
- ✧ the Buddy Scheme was launched to pair up all S1 NCS students with local students to visit, for instance, Lee Cheng Uk Han Tomb Museum. 80% of these students found the Scheme useful to build up a better relationship with local students;
- ✧ three after-school Chinese tutorial classes were arranged for NCS students in junior levels and senior levels to enhance their Chinese language competence. Over 70% of NCS students agreed that these enhancement programmes helped them to improve their Chinese language proficiency;
- ✧ activities were organised during festive events such as Mid-Autumn Festival in which NCS students had the opportunities to learn more about the Chinese culture. Over 80% of the students, having participated in cultural tours such as Han Garden and Flower Market in Cheung Sha Wan and the Chinese tea ceremony workshop, agreed that these activities increased their understanding and appreciation of the Chinese culture.

Teachers' professional capacity on motivating students and addressing learning diversities are further developed

On organising seminars, workshops and in-house professional sharing of good practices, inclusive teaching on Staff Development Days,

- ✧ teachers were invited to share their experience on providing students with learning experiences beyond the classroom in S1 History and catering for the needs of student with different learning style. More than 95% of teachers found these sharing sessions gave them new inspirations for designing lessons for different types of learners.

On incorporating "students' motivation enhancement" and "catering for learner diversities" as integrated assessment criteria in lesson observation and assignment inspection,

- ✧ the lesson observation and assignment inspection forms were reviewed and revised to include catering for learner diversities as a major element in learning and teaching and assignment design in September 2022. With the adoption and use of the new forms, the need to help students of different learning needs was reinforced through routine lesson observations and assignment inspections.

Reflection

- ✧ The objective of promoting self-regulated learning was largely achieved. The inquiry-based learning projects provided an opportunity for teachers from different key learning areas to collaborate and students to extend learning beyond the classroom. The school will continue to implement the inquiry-based learning in junior levels in the coming academic year to further develop students' independent learning skills and pursue knowledge of their interest areas.
- ✧ The tailored-made school-based curriculum, small-group teaching and cultural activities greatly benefitted our NCS students. With the help of our teachers experienced in teaching Chinese as a second language, our NCS students made noticeable improvement in Chinese and many of them attained pleasing results in GCSE Chinese Language. Yet, with the rising number of NCS students, the learners' diversity was getting larger. It was found that many of them have a weaker foundation in Chinese Language and lack the confidence to communicate in the language.
- ✧ The programmes on Staff Development Days were well-received by teachers who agreed that the in-house professional sharing sessions were relevant to the major concern of empowering students with different abilities and learning needs. However, 70% of teachers participated in the programmes organised by the Education Bureau, the HKEAA and tertiary institutions. They were generally satisfied with these programmes. However, a few of them had yet to satisfy their continuous professional development (CPD) hours due to school suspension and their pre-occupation with teaching after the school returned to full normality.

Feedback and Follow-up

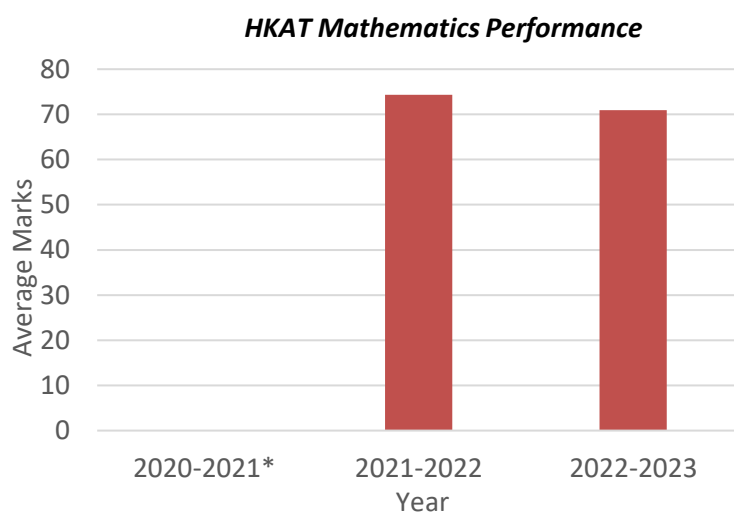
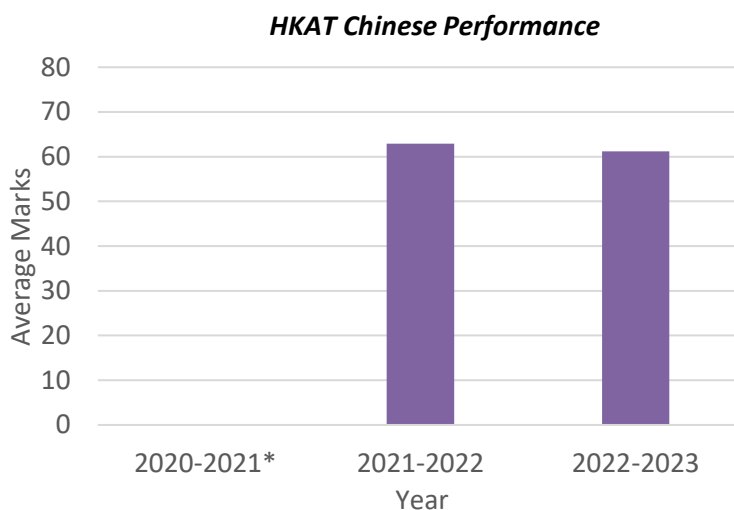
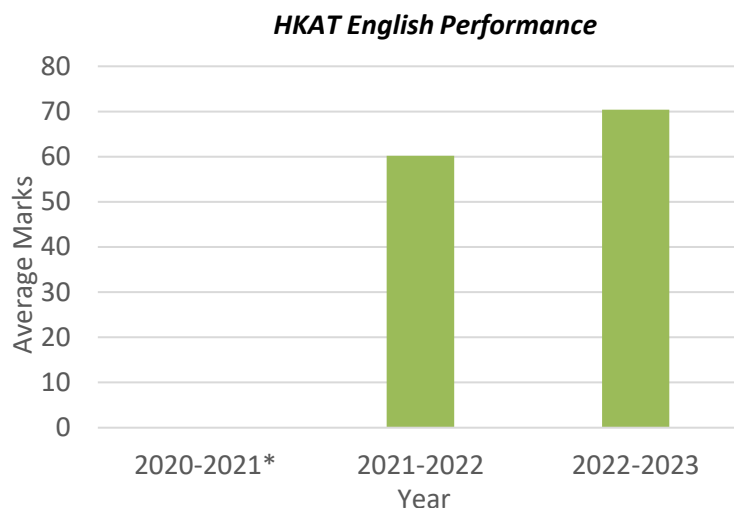
- ✧ Building upon the success and experience of the previous year, the school will continue to refine the inquiry-based projects by improving guidance such as clearer guidelines, regular feedback, tailor-made learning resources to help the students to navigate their projects more effectively, enhancing collaboration among different departments and providing training on inquiry-based learning and teaching strategies so that teachers will be equipped with the skills to guide and support students in inquiry-based learning.
- ✧ To encourage the teacher participation in CPD programmes so as to boost the total number of CPD hours, multiple measures will be taken. More in-housing staff development activities such as a short sharing in staff meetings could be arranged. A training calendar database would be created in the school intranet to better inform teachers of the upcoming training programmes relating to their duties and developmental needs.

3. Student Performance

3.1 *Brief account of students' attitude and behaviour*

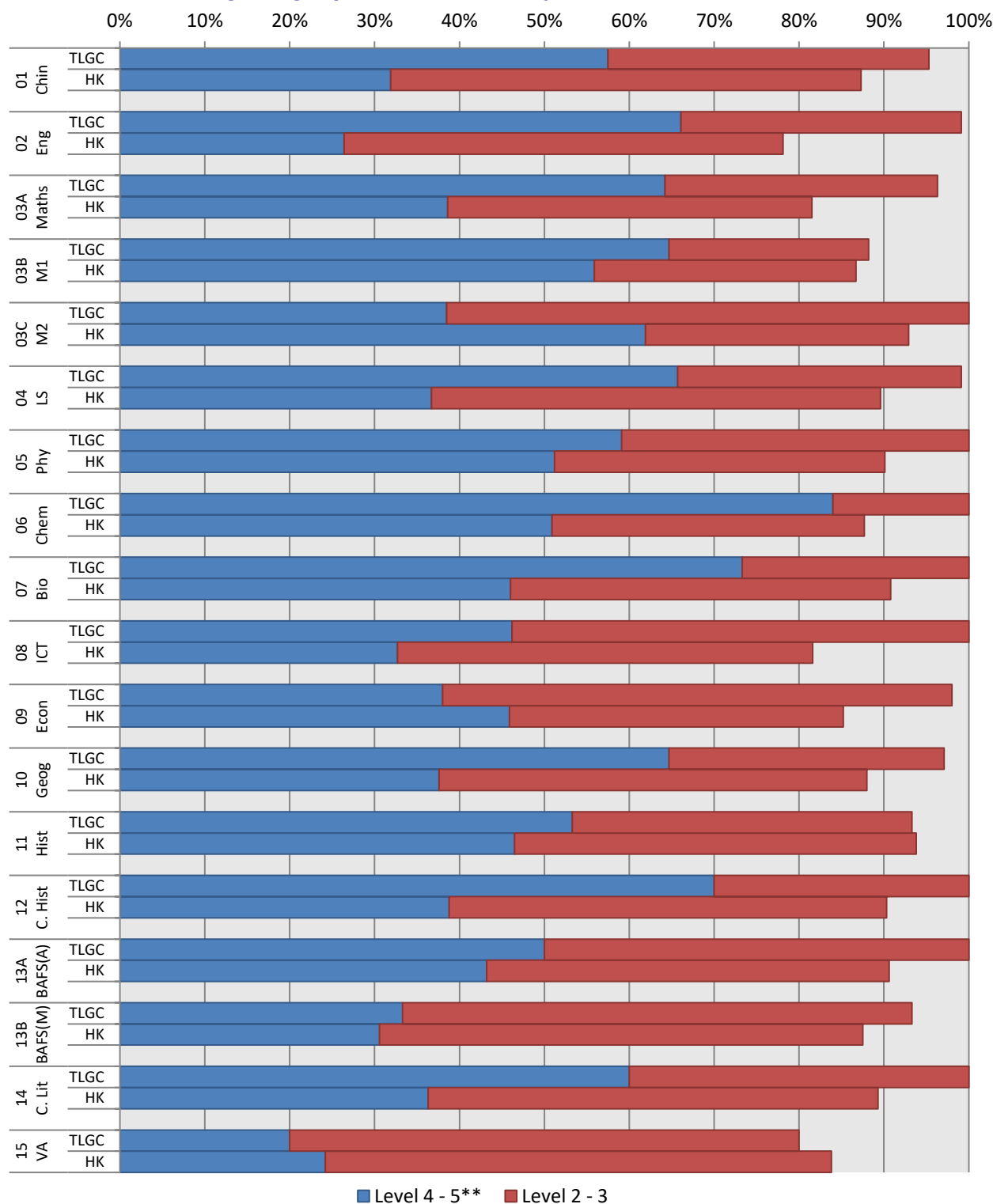
True Light students, in their general behaviour, exude likable qualities including pleasantness, friendliness and cheerfulness. They are also obedient and well-disciplined students who accord a deep respect for sensible rules which they trust are the cornerstone of a rewarding and fulfilling school life. They have, in general, good interpersonal relationships, which can be attributed to their courteous interactions with others and cooperative attitude in teamwork. Many demonstrate effective leadership skills through playing various leading roles in an array of student organisations, clubs and societies. They are also enthusiastic to serve others, exemplified by their active involvement as organising committee members of diverse student units and in community service. Regarding academic performance, they adopt a serious attitude to learning and are attentive in class. However, students could be more proactive and motivated in learning independently.

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



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

3.3 Performance in Hong Kong Diploma of Secondary Education Examination (HKDSE) in 2023



HKDSE Result in 2023

	TLGC	HK
Percentage of Level 5 or above	22%	13%
Percentage of Level 4 or above	61%	36%
Percentage of students attained Chin-3, Eng-3, Maths-2, LS-2 or above	83%	37%

JUPAS Result in 2023

Percentage of students with offer:	78% (85 students)
Percentage of students enrolled in tertiary education through JUPAS or other means:	95% (103 students)

3.4 Achievements and Awards

3.4.1 English Language

74th Hong Kong Schools Speech Festival		
Solo Verse Speaking		
Champion	Syed Nasrullah Nuha Fathima (1B)	
1st Runner up	Ng Sze Yue Samantha (3B)	Chan Pok Sze (4A)
2nd Runner up	Mak Pui Wun (2D)	Cheung Wai Fun (4C)
	Choi Pui Cheung (5D)	
Merit	Kwok Wai Ka (1A)	Lo Sze Yan (1A)
	Chan Hei Yee (1B)	Doo Hang Tung (1B)
	Gurung Esme (1B)	Shrestha Riya (1B)
	Ahmed Mohiadeen Katheeja Afifa (1C)	Ng Ching Yin (1C)
	Cheung Yee Lam (1D)	Chiu Kirsten (2A)
	Tajudeen Thawseefa (2A)	Cheung Tsun Yee Denise (2C)
	Chung Wing Yin (3C)	Fong Hei Tung (3D)
Solo Prose Reading		
Merit	Chow Sau man (1B)	
Public Speaking Solo		
Merit	Chow Tsz Yan (1B)	Ho Yui Chun (2A)
Dramatic Duologue		
Merit	Wong Hoi Miu Clarice (3A)	Lo Hiu Tung (3A)
	Pun Angela (3B)	Ahmad Salih Qadrunnisa (3D)
Drama Fest 2022-2023		
Outstanding Teamwork Award	Yip Tung Tsang (1A)	Kwok Wai Ka (1A)
Best Performer Awards	Wong Man Hei (1A)	Ng Ching Yin (1B)
	Ahmed Mohiadeen Katheeja Afifa (1C)	Chan Wing Ka (1C)
	Cheng Yu Yin (1C)	Kwok Sum Ue Peony (1C)
	Cheung Yee Lam (1D)	Faizan Eshal (1D)
	Cheung Tsun Yee Denise (2C)	Yung Ho Wan Lilian (3D)
	Limbu Angelica (3B)	Gurung Dilasha (4A)
	Quinto Vanessa Gail Aquino (4A)	Wajid Sheema Hussain (4B)
	Rana Sumnima (5A)	Leung Tsz Ki (5B)
	Ng Pak Wai (5B)	
Halfway Home Writing Competition		
Certificate of Award	Cheng Yee Nga Andrea (5D)	



3.4.2 Chinese Language

第七十四屆香港學校中文朗誦節				
粵語詩詞獨誦				
冠軍	練芷穎 (3C)			
粵語散文獨誦				
亞軍	陳璞思 (4A)			
普通話散文獨誦				
季軍	李艷婷 (2D)			
第十二屆大學文學獎 (2022-2023)				
少年作家獎	黃嘉敏 (5C)			
第二十五屆全港中小學普通話演講比賽 2023 (九龍區初中組初賽)				
良好獎	湯子瑤 (1A)	張巧童 (1D)	周嘉怡 (2A)	陳煒琳 (3B)



3.4.3 Mathematics

第 40 屆香港數學競賽				
二等榮譽	張鈺瑤 (4C)			
國際數學奧林匹克 - 香港選拔賽初賽 2023				
銅獎	張鈺瑤 (4C)			
中學數學閱讀報告比賽 (2022-2023)				
一等獎	賴沅喬 (1B)			
二等獎	張鈺瑤 (4C)			
表揚獎、中華文化獎	秦梓倍 (4C)			
True Light Girls' Invitational Mathematics Contest 2022				
Distinction	Zhang Yuk Yiu (4C)			
數學思維大激鬥 2023				
級別團體優異獎	董心怡 (4C)	王怡晴 (4C)	張鈺瑤 (4C)	
金獎	張鈺瑤 (4C)			
銀獎	董心怡 (4C)			
銅獎	吳穎霖 (1C)	譚禎懿 (1D)	黃婧柔 (3A)	郭嘉寶 (3C)
香港國際數學競賽初賽 2023 (香港賽區)				
金獎	賴沅喬 (1B)	岑悅澄 (2C)	張鈺瑤 (4C)	
銀獎	李可兒 (1C)	呂卓妍 (2A)	鄧皓晴 (2A)	謝芷臻 (2A)
	吳汶蔚 (3B)	洪麗而 (4C)		

香港國際數學競賽晉級賽 2023 (香港賽區)

銅獎 徐穎琳 (3A)

粵港澳大灣區數學競賽預選賽 2023 (香港賽區)

一等獎	張煒晴 (2C)	陳煒琳 (3B)	張鈺瑤(4C)	
二等獎	屠恒童 (1B)	賴沅喬 (1B)	黃琪軒 (1C)	呂卓妍 (2A)
	鄧皓晴 (2A)	謝芷臻 (2A)	岑悅澄 (2C)	陳樂潼 (3A)
	賴穎桐 (3A)	徐穎琳 (3A)	黃婧柔 (3A)	郭嘉寶 (3C)
	洪麗而 (4C)			

區會聯校數字 2 0 2 4 組合遊戲

最佳表現獎、一等獎	董心怡 (4C)
二等獎	張鈺瑤 (4C) 徐嘉盈 (4D)

區會聯校魔力橋 (Rummikub) 比賽

最優秀隊員獎 黃婧柔 (3A)



3.4.4 STEM Education

第二十四屆消費文化考察報告獎

最佳實踐獎	淑美(4A)	冰冰(4B)	陳文燕(4C)	蔡欣庭(4C)
	徐蔚瑩(4C)	范家晴(4C)	彭子恩(4C)	鄧穎恩(4C)
	張鈺瑤(4C)			

2022 未來之城 (港澳區) 選拔比賽

冠軍、最佳城市模型設計獎 胡瑾瑜 (1A)

2022-2023 未來之城®雲展評

團隊綜合獎二等獎 胡瑾瑜 (1A)

第四屆「社創·社區 4.0」比賽

最具凝聚力大獎				
最受公眾歡迎大獎及優秀表現	陳樂慈(4B)	陳佩瑋(4B)	彭海藍(4B)	尹頌恩(4B)
	鍾芷琪(4B)	李婉瑩(4C)		
優秀表現	何雯(4A)	梁芷淇(4B)	簡向嫻(4B)	吳柏蔚(4B)
	何穎珊(4D)			
優秀表現	陳靖禧(4B)	蔡祺昕(4B)	梁凱婷(4B)	李婉晴(4B)



3.4.5 Science and Technology Education

香港物理奧林匹克比賽 2023		
二等獎	張鈺瑤 (4C)	
英國模型火箭車比賽香港站 2022-2023 (初賽)		
最佳設計獎		
初中科學線上自學計劃 2023		
金獎 2 個、銀獎 1 個		
化學家在線自學獎勵計劃 2023		
白金獎 4 個、銀獎 4 個、銅獎 29 個		
Cyber Youth Programme 2022		
Merit	Lam Ka Yi (5B)	
2nd Technology Changes Life Dream Cup – Scientific Idea Poster Competition		
Champion (Junior Form)	Lau Hei Tong (3A)	Chan Wai Lam (3B)
Best Poster Design	Ding Xiaoyan (3B)	



3.4.6 Music

75th Hong Kong School Music Festival		
Piano Solo (Grade 8)		
2nd Runner up	Tse O Lam (2D)	
Vocal Ensemble (Mixed Session)		
Silver Award	Ho Yui Chun (2A)	Chau Hiu Ching (3A)
	Cheng Tin Wai (4B)	Lung Tang Yuet (4B)
	Chan Lok Yung Daphne (4D)	Wong Sum Yuet (5A)
Joint School Music Competition 2023 (Secondary School Ensemble – Percussion)		
Gold Award	Koo Yan Ting (2B)	Leung Ka Yan (2B)
	Fung Hong Kiu (3A)	Cheung Ching Sum (4B)
	Shui Yiu (4B)	Ma Wing Lam Kelly (4C)
	Huang Lok Huen (5A)	Chan Sum Yau (5B)
“Relishing Creativeness in the Hong Kong Palace Museum” Music Composition Competition 2022-2023		
Outstanding Award (Solo)		
Silver Prize	Ng Yee Shuen (2C)	
Outstanding Award (Ensemble)		
Bronze Award	Kwok Wing Nam Metta (4A)	Wong Wai Yan (4D)
	Ng Tsz Yau Renee (5B)	

Hong Kong A Cappella Contest 2023 (School Division Vocal Band)

Outstanding Performance Award	Ho Cheuk Tung Charis (2A)	Chung Cheuk Yiu (3D)
Silver Award	Wajid Sheema Hussain (4B)	Chan Wing Chi (5A)
	Chiang Hiu Lam (5A)	In Hei Laam (5A)
	Ong Wing Lam (5A)	Wong Sum Yuet (5A)



3.4.7 Visual Arts

Copic Award 2022

Future Generation Art Prize	Tse Tsz Kiu (3A)
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香港中華基督教青年會「精彩豐盛生命」牆壁設計比賽 (中學組及公開組)

亞軍	陳曉兒 (4B)
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公益少年團油尖旺區委員會「公民責任共承擔 團結同行建未來」文件夾封面設計比賽

中學組季軍	謝芷蓀 (3A)	
中學組優異獎	陳曉兒 (4B)	王海晴 (5C)
公開組冠軍	黃羨瑜 (4B)	
公開組優異獎	余秋儀 (6D)	

樓宇安全四格漫畫創作比賽 2023

亞軍	陳煒琳 (3B)
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杭州第十九屆亞運會繪畫填色比賽

優異獎	吳凱恩 (3A)	蕭樂熙 (3A)
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香港文創薈及香港視藝活動協會「2023 年度小眼睛看宇宙」繪畫比賽

銀獎	余宣蓉 (3C)
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陳校長免費補習天地塑膠彩課程

銅獎「卓越才藝獎學金 2023」	余宣蓉 (3C)
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3.4.8 Physical Education

59th School Dance Festival

Honours award in Western Dance (Group)

Jump Rope for Heart Inter-school Rope Skipping Competition (Finals)

Champion in Single Rope Speed Sprint

1st Runner up in Single Rope Double-under and Criss-cross

Merits in Single Rope Side-straddle

Kai Tak Sports Initiative: The 5th HK Inter-school Jump Rope Champion

Champion in Single Rope Freestyle

Champion in Single Rope Speed Sprint

2nd Runner up in Double Dutch Speed Relay

Inter-School Cross Country Competitions 2022-2023

Girls A Grade

Overall Champion	Mok Miu Yan (4B) Tse Sum Yi (6D)	Tang Pak Lam (5B)
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Individual 2nd Runner up	Tang Pak Lam (5D)
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Girls All Grades

Overall 2nd Runner up	Mok Miu Yan (4B) Tse Sum Yi (6D)	Tang Pak Lam (5B)
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Inter-School Squash Competition (HK & Kowloon area) 2022-2023

Girls B Grade

Overall Champion	Cheung Ka Man (3A)
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Hong Kong Inter-School DanceSport Open Contest 2023

Rumba, Chachacha and Jive

1st Runner up	Lo Hiu Tung (3A)
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A.S. Watson Group: HK Student Sports Awards 2022-2023

Certificate of Award	Tang Pak Lam (5B)
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2022-2023 年度港島及九龍地域中學校際比賽 - 中銀香港射箭盃

女子反曲弓丙組

冠軍	賴寶文
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香港自由式輪滑公開賽 2022-2023

U13-15 女子雙足 S 亞軍	彭子恩(4C)
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3.4.9 Uniform Teams

優秀女童軍選舉 2023

優秀女童軍 王絡昀 (4C)

香港女童軍油尖旺分會成立 40 周年誌慶 – 頌親恩硬筆書法比賽

最踴躍參與獎

A 組亞軍 周凱盈 (1A)

B 組季軍 陳婉榆 (5B)

香港交通安全隊

總監特別嘉許獎狀 丘靜霖 (4D) 徐嘉盈 (4D)

香港交通安全隊 (西九龍總總區) 周年檢閱禮步操比賽

亞軍



3.4.10 Others

6th Hong Kong Secondary School Peer Mediation Competition

2nd Runner up

The Arete 8th Outstanding Student Leaders Selection

Top five Outstanding Leaders Peng Jiahuan (6A)

「天氣與氣候」網上問答遊戲比賽 2022

嘉許獎 曾子璐 (6A) 伍梓喆 (6C) 黃祖琳 (6C) 黃詠榆 (6C)
梁珮童 (6C) 吳莉華 (6C) 陳婉琪 (6D) 譚敏欣 (6D)



True Light Girls' College
School Report (SR) 2022-2023

4. Financial Summary

Financial Summary 2022/2023

(Unaudited Report)

	Balance b/d from previous year	Income	Expenditure	Balance c/d to next year
	\$	\$	\$	\$
(I) Government Funds				
EOEBG Grant				
EOEBG Balance	5,693,360.98			5,693,360.98
Administration Grant Account		3,949,872.00		
Administration Grant for add clerical assistant		438,033.85		
Total Administration Grant Balance		4,387,905.85	4,272,602.34	115,303.51
School and Class Grant Account				
- Grant Received		793,762.93		
- Other Income		353,528.63		
Total School and Class Grant Balance		1,147,291.56	2,330,231.93	(1,182,940.37)
Air-conditioning Grant		582,436.00	394,750.00	187,686.00
Capacity Enhancement Grant		654,502.00	553,650.00	100,852.00
Composite Furniture & Equipment Grant		499,574.08	1,123,285.10	(623,711.02)
Composite Information Technology Grant		503,136.00	506,959.49	(3,823.49)
Consolidated Subject Grant		167,096.39	153,048.39	14,048.00
Guidance and Discipline Programme Funds		8,366.27	7,369.00	997.27
Lift Maintenance Grant		142,536.73	115,260.00	27,276.73
Provision for Severance Payment / Long Service Payment		0.00	48,679.18	(48,679.18)
Training and Development Grant		9,573.64	37,558.72	(27,985.08)
SBM Top-up Grant		51,615.00	24,000.00	27,615.00
SB Speech Therapy Administration Recurrent Grant		8,258.00	1,344.30	6,913.70
	5,693,360.98	8,162,291.52	9,568,738.45	4,286,914.05
Deficit transfer from Career and Life Planning Grant				(4,248.30)
Deficit transfer from One-off School Based Speech Therapy Set-Up Grant				(410.00)
				4,282,255.75
(II) School Funds	3,671,018.57	440,076.13	303,067.78	3,808,026.92