

2024



2025

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 16 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, STEAM Education Centre, Chapel and School History Archive and four laboratories. Gardens and a fishpond 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 learning & teaching 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

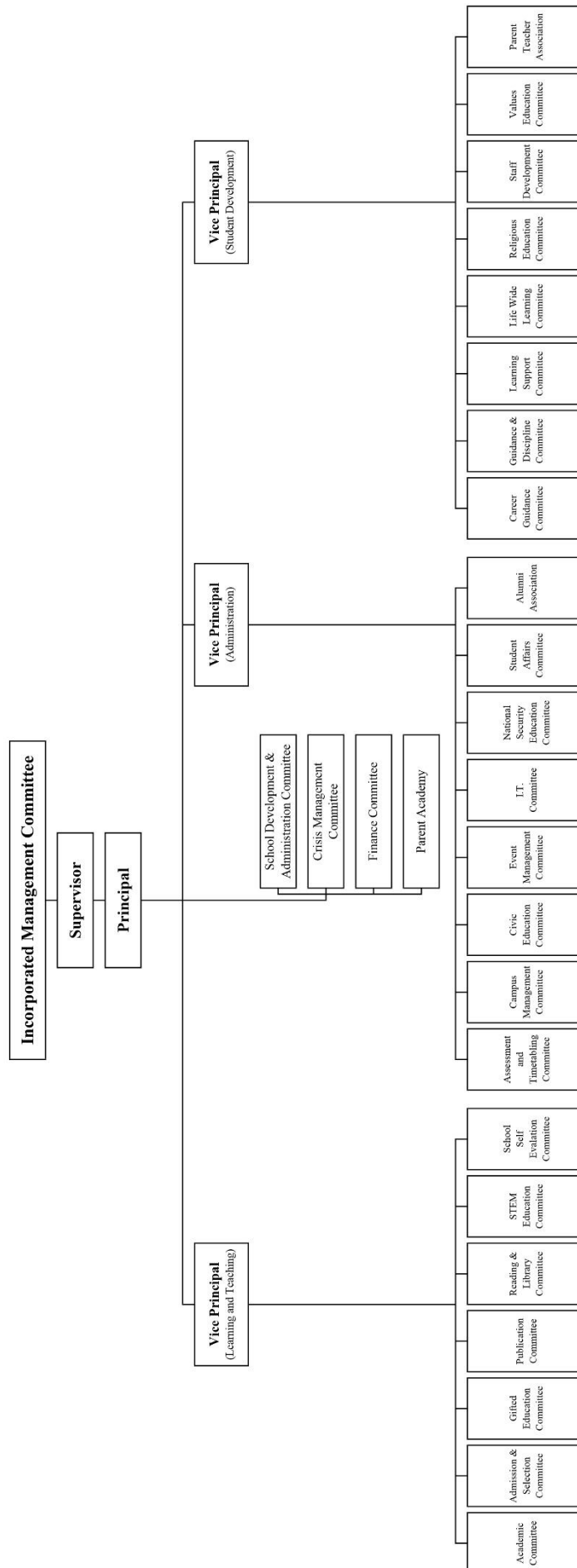
-  To develop students' analytical and critical thinking skills and their academic and cognitive abilities.
-  To cultivate students' enthusiasm for the pursuit of knowledge, physical fitness, social skills and aesthetic appreciation to lay a good foundation for life-long learning.
-  To lead students 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 Organisational 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 Principal	3.8
Professional Leadership of Vice Principal	3.9
Professional Leadership of Subject Panel / Committee Heads	3.9

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.	142
The number of days in a school year with learning activities organised for the whole school or whole-class level of students.	24
The number of examination days	31

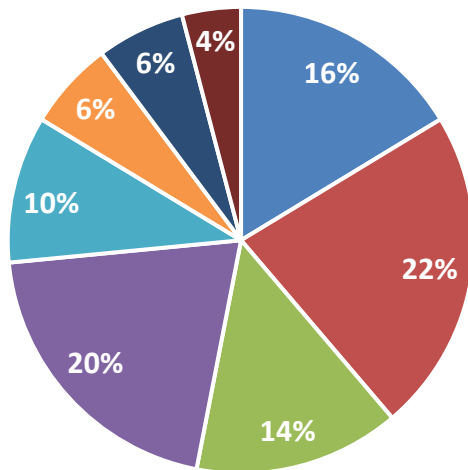
1.5 Curriculum

The formal curriculum offered by the school is listed below:

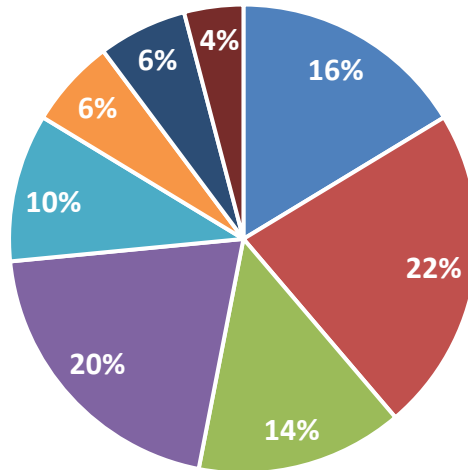
Subject	S.1	S.2	S.3	S.4	S.5	S.6
Chinese Language Education						
Chinese Language	*	*	*	*	*	*
Chinese Literature				*	*	*
Putonghua	*	*	*			
English Language Education						
English Language	*	*	*	*	*	*
Mathematics Education						
Mathematics	*	*	*	*	*	*
Mathematics Extended Part 1 & 2				*	*	*
Personal,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

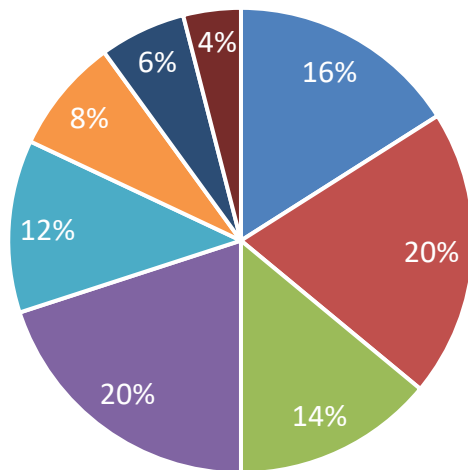
S1



S2



S3



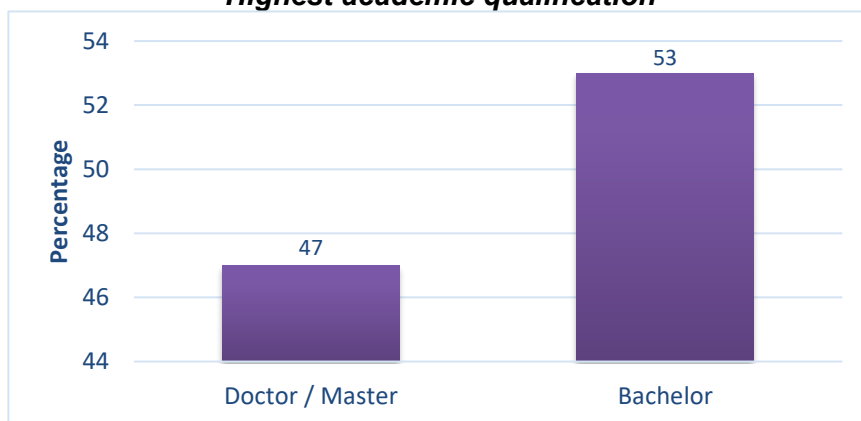
- Chinese Language Education
- English Language Education
- Mathematics Education
- Personal, Social & Humanities Education
- Science Education
- Technology Education
- Arts Education
- Physical Education

Remarks:

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

1.7 Staff Profile

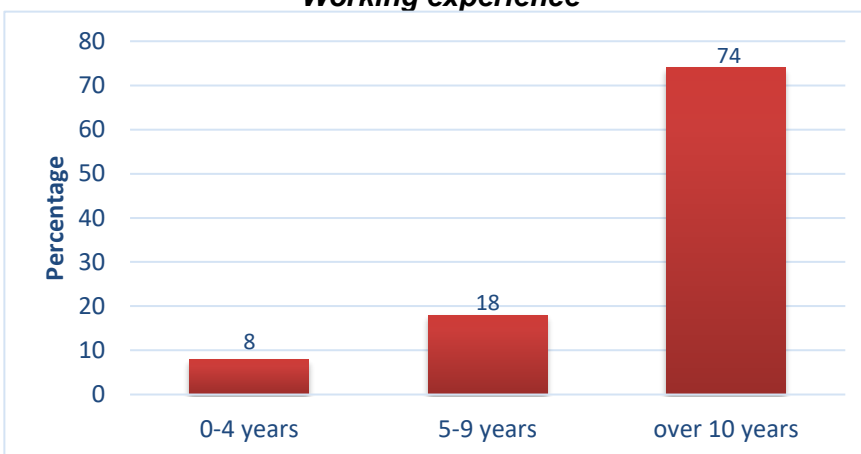
Highest academic qualification



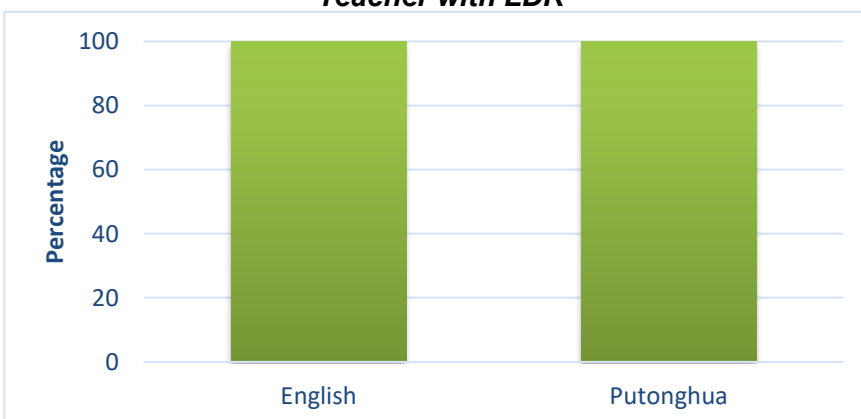
Professionally trained



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 (16/8/2024)
 - Mentoring Programmes for New Teachers
 - ◆ Briefing session: Guidelines on holding Life wide learning activities and Guidance & Discipline work in TLGC (5/9/2024)
 - ◆ Workshop on Using Websams (20/9/2024)
 - ◆ Programme: Handling Examination Invigilation (24/9/2024)
 - ◆ Programme: Sharing on Teaching Experiences (1/11/2024)
 - ◆ Visit: Visit to Alma mata Guangzhou (10/11/2024)
- Staff Development Programmes
 - Teacher Retreat (21/8/2024)
 - School Based Programmes (22/8/2024)
 - ◆ Experience Sharing on School Self Evaluation by Dr. Ip Wai Ming Principal
 - ◆ Workshop on drafting Annual Report
 - School Based Programmes (23/8/2024)
 - ◆ Taking care of Students with Special Education Needs
 - ◆ Introduction of True Light Education Framework and Annual School Year Theme "Be Proactive, Be Positive"
 - Workshop on Crisis Management (11/11/2024)
 - Talk on Use of AI in Education Platform (2/4/2025)
 - Brainstorming Session – School Self Evaluation Workshop on Drafting School Development Plan (3/6/2025)
 - Anti-Drug Education Seminar (23/6/2025)
 - Senior Management Interflow with Kowloon True Light Middle School (7/5/2025)
 - Visit to CCC Kwei Wah Shan College (27/6/2025)
- In-house Staff Development Days
 - Team Building and Strategies on improving Teaching and Learning by Dr Wong Wai Keung Principal (8/1/2024)
 - Workshop on Brainstorming School Development Plan (8/1/2025)
 - Movie Appreciation "Little Red Sweet "(14/3/2025)
 - Visit to Hong Kong Palace Museum (14/3/2025)
 - Visit to City University Hong Kong (6/6/2025)

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	218.2	2840.50	51.65

1.8.3 Teachers' view on professional development

EDB Stakeholder Survey	Score (1-5)
Teachers' view on professional development	3.7

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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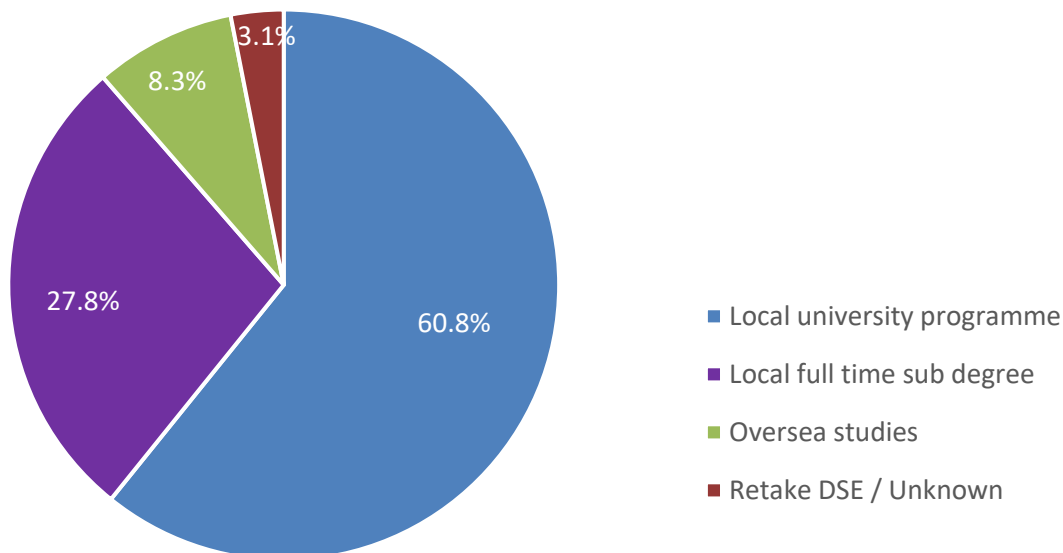
1.9 Student Population

	S1	S2	S3	S4	S5	S6	Total
No. of Class	4	4	4	4	4	4	24
No. of Students	131	126	111	116	107	97	688

1.10 Students' Attendance

	S1	S2	S3	S4	S5	S6	Total
Students' attendance rate (%)	98.1	96.6	97.6	94.4	93.8	92.6	95.7

1.11 Destination of Our Graduates



1.12 Students' Physical Development

	Age 14	Age 15
Average of total score of the 3 fitness items for S3 students	3.5	3.4
Percentage of S3 students within the acceptable weight range	69.3	81.8

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

2.1 True Light Value Education Cultivation

Achievements
<p>True Light Education is cultivated and upheld.</p> <p>On strengthening the qualities of True Light students through various life-wide learning activities and class periods,</p> <ul style="list-style-type: none"> ✧ our school social workers and NGO representatives were invited to give assembly talks promoting positive values and mental wellness. Topics included “How to get along with peers” for S1 students, “Understanding Cyber-bullying” for S1 and S2 students, “About Procrastination” for S3 students, “Understanding Stray Animals” for S5 students, “Anti-Drug Education Seminar” for the whole school; ✧ each level participated in two class periods designed to nurture the True Light values, using school-based materials developed by the Guidance and Discipline Committee; ✧ 89.5% of students shared that these initiatives had a meaningful impact on strengthening their True Light qualities. <p>On restarting and rejuvenating the traditional activities so as to maintain a positive, harmonious school atmosphere,</p> <ul style="list-style-type: none"> ✧ the school resumed several cherished traditions, including the Inter-house Quiz, Annual Concert, Rope Skipping Competition, and the True Light Songs Singing Competition. These events played a vital role in enriching campus life and reinforcing a sense of belonging; ✧ with positive feedback, 90% of students agreed that that the reinstated traditions contributed to a cohesive and uplifting school environment. <p>On equipping class teachers with the values and commitment to uphold True Light legacy through</p> <ul style="list-style-type: none"> ✧ form coordinators facilitated discussions with class teachers of the same level on a Staff Development Day and during form meetings, fostering a deeper appreciation of the True Light legacy. These collaborative efforts supported the planning of form-specific activities that reflect the principles of True Light Education; ✧ the Principal conducted sharing sessions during staff meetings from August 2024 to July 2025 to instill positive values among teachers, reinforcing their role in preserving and upholding the True Light legacy. <p>On developing teachers' sense of belonging to and ownership of True Light Education through talks, workshops and visits to other True Light schools,</p> <ul style="list-style-type: none"> ✧ the Principal and Vice Principal presented the True Light Education Framework and Year Theme to all staff members on August 25 2024. This initiative deepened teachers' understanding of the school's ethos and helped to cultivate a stronger sense of belonging in school; ✧ new staff members participated in a visit to Alma Mater Guangzhou, designed to deepen their understanding of True Light's heritage on November 10 2024. By learning about its history and growth, they felt more connected to the True Light community. <p>On implementing the Teacher Mentorship/Apprentice Programme through forming mentoring groups within committees, panels, clubs & societies,</p> <ul style="list-style-type: none"> ✧ aspiring leaders deepened their understanding of True Light traditions and values through mentoring groups within the committees, panels, clubs, and societies. These experiences empowered them to actively uphold and carry forward the True Light legacy. <p>On promoting True Light Education among parents,</p> <ul style="list-style-type: none"> ✧ parents were introduced to the True Light Education framework during the S1 Orientation Day on July 20 2024, gaining insight into our core values; ✧ a talk titled “MBTI Sixteen Personality Types – Understanding Children and Parent-Child Communication” was held on February 2 2025, to promote the values of respect and compassionate; ✧ a seminar on “How to Manage Finances with Your Children?” took place on May 10 2025, aiming to instill values of responsibility and self-discipline.

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;
- ✧ a national security education curriculum was launched, with two workshops organised for each level during the school year.

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

- ✧ information on national security education was shared with staff and students via iMail, School News in eClass, circulars, and announcements during assemblies, ensuring broad and consistent communication in school;
- ✧ all teaching staff participated in a visit to the Hong Kong Palace Museum on March 14 2025, aiming at enriching their appreciation and understanding of Chinese art and cultural heritage. A talk titled "Use of AI in Education Platform" was held on April 2 2025, emphasising the significance of data protection, cyber-security, and AI safety. 91.4% of staff agreed that the sessions valuable and reported improved awareness of national security issues;
- ✧ curriculum content related to Moral, Civic, and National Education – including Constitution and Basic Law Education – was enhanced across subjects within various key learning areas. Learning and teaching resources were developed in alignment with the framework set by the Curriculum Development Council and made available to students. According to the Stakeholder Survey, 88.9% of teachers agreed that the school curriculum effectively supports the learning goal of fostering national and global identity.
- ✧ the procedure for handling cases of violation of the national security law was reviewed and was included in the School Crisis Management Handbook.
- ✧ 88.9% of students agreed in our end-of-year questionnaire that the Moral and Civic Education and National Education curriculum enhance their positive values.

On enhancing the cultivation of positive values among students,

- ✧ the national flag was displayed on each school day as well as on New Year's Day, HKSAR Establishment Day and National Day to show respect for the country and enhance the sense of nationhood among teachers and students. The flag raising ceremony was conducted weekly and on important days and special occasions. All students were required to observe appropriate etiquette and sing the national anthem during the ceremony. 94.6% of students agreed that the national flag and national anthem are important to them in the APASO;
- ✧ a two speech under the National Flag was arranged after every the flag-raising ceremony each month. Different subject panels and committees were involved, and the themes of the speeches were about national achievements, development of our country, Chinese culture and history as well as values education. 96.1% and 94.9% of students expressed pride in the development and history of our country, respectively, in the APASO;
- ✧ more than 40 activities, including talks, visits and workshops related to national security education, were organised by different subject panels and functional groups to foster a sense of belonging to the country among students;
- ✧ the Hong Kong Shanghai Sister School Study Tour was organised between April 112025 and April 152025 for thirty-six S3 to S5 students. Additionally, two two-day study tours to Guangzhou were arranged for ten S4 and S3 students in September 2024 and July 2025 respectively. Nineteen S5 and S6 students joined the Guangzhou tour to understand the latest developments in the Greater Bay Area job market. Participants shared positive feedback, noting that the tours gave them clearer insight into study and career options in mainland China;
- ✧ 91.4% of students agreed in our end-of-year questionnaire that their national identity and their awareness of national security were enhanced through various national security education activities, talks, workshops and visits.

Reflection

- ✧ Tailored initiatives designed to meet students' developmental needs – alongside their active involvement in value-based programs and the revival of school traditions – proved effective. This was reflected in the encouraging feedback received from students throughout the year.
- ✧ Our holistic national education strategy integrated curriculum content with daily routines such as flag displays, regular ceremonies, and a wide range of enriching activities. These efforts significantly deepened students' sense of national identity and enhanced their awareness of national security.
- ✧ Engaging all stakeholders was instrumental in cultivating a shared commitment to True Light values. Teachers contributed through mentorship, framework sharing and heritage visits, while parents participated actively via orientation sessions and thematic talks – strengthening our school's values-driven culture.

Feedback and Follow-up

- ✧ To maintain the strong momentum in cultivating True Light values and school spirit, the school will continue to implement class periods using school-based materials. These will be complemented by the annual calendar of traditional events, which serve as meaningful touchpoints for reinforcing our shared heritage and ethos. Furthermore, the holistic well-being of students remains a cornerstone of our approach to student development.
- ✧ Efforts to strengthen national security education will be deepened through curriculum enhancement and interdisciplinary collaboration. The school also aims to broaden students' horizons by expanding exchange opportunities in Mainland China, providing firsthand exposure to national development and enriching their understanding of the development of China and global positioning.
- ✧ Building on the success of teacher and parent engagement initiatives, a structured programme for ongoing staff development in True Light Education will be introduced. In parallel, a regular series of value-based workshops for parents will be launched to reinforce home-school collaboration and support the holistic development of students.

2.2 Learning and Teaching Effectiveness Enhancement

Achievements
<p>Students' motivation is enhanced with more confidence in learning.</p> <p>On cultivating students good learning skills and habits in junior levels,</p> <ul style="list-style-type: none">✧ the Pre-S1 Bridging Course was organised for pre-S1 students from 17 July 2024 to 20 July 2024. A total of 127 pre-S1 students attended the course, and their feedback was positive. 88.1% of the students agreed that the Bridging Course helped them to learn more about the subjects in S1. Many students particularly enjoyed the Day Camp on 19 July 2024. Survey also showed that the Bridging Course not only boosted students' confidence in using English, but also enhanced their communication and collaboration skills;✧ the school ran the S1 Adaptation Programme from 4 September 2024 to 11 September 2024,. The Adaptation Programme was a collaboration among the Learning Support Committee, Guidance and Discipline Committee, Values Education Committee, and Career Guidance Committee. The Programme equipped students with essential skills such as time management, emotional regulation, and diverse learning styles to become more confident learners;✧ sixteen subjects reported that subject teachers encouraged students to take their own notes. Note-taking was extensively integrated into classroom practices in all levels as a tool to help students to document their learning and engage more meaningfully with the subject matter. To support students in developing effective note-taking skills, a note-taking workshop was arranged for S1 students and samples of notes were shown to students for their reference. Subject teachers taught students to adopt a variety of note-taking strategies. These included writing outlines, timeline, and concept maps to guide learning;✧ teachers provided regular reminders on how to structure and organise notes systematically. Teachers in 10 subjects reported that students' notes are reviewed regularly. Term marks and bonus marks are given in some subjects, such as Visual Art and Chinese History, to foster the habits of taking note and maintaining high standards of organisation and accuracy. As a result, 82.9% of S1 students reported in the end-of-year questionnaire they had learnt to take notes more effectively, and their confidence in learning had improved. <p>On devising the strategies and providing the resources for students to engage in self-regulated learning,</p> <ul style="list-style-type: none">✧ all academic and cultural subjects have developed at least one set of self-access learning (SAL) materials to support students in their independent learning. For example, many subjects such as Chemistry, Geography and Physical Education make good use of various e-learning platforms like google classroom, "fun-learning" to upload SAL materials to let students learn by themselves. Over 88.06% of students found their learning enhanced with tailor made exposures and learning experiences in our end-of-year questionnaire;✧ all academic subjects, except for Chinese, English, and Mathematics, incorporated inquiry-based learning projects at the junior levels. Some of these projects involve collaboration across different subjects. For example, the S3 Physics and Biology joint project, titled "Saving Our Planet", encourages interdisciplinary learning. The History and Chinese History panels collaborated on a project exploring the lives of Hong Kong people in the past. The project included a Chinese History field trip and a history writing project that focused on the living conditions of Hong Kong residents. In the end-of-year questionnaire, over 90% of junior level students agreed that inquiry-based learning projects enhance their collaborative skills.

On optimising the Outstanding Learning Motivation Award to recognise students' good learning habits by presenting award certificates at the end of each term,

- ✧ a classroom logbook has been used in S1 for subject teachers to record positive behaviour and areas for improvement in order to encourage active participation of students in classroom. This record, together with their reading record, attendance record, homework submission record and self-study record serve as a reference for teachers when selecting students to receive the Award. In 2024-2025, 237 S1-S5 students received the award;
- ✧ 87.78% of students agreed in end-of-year questionnaire that the award reinforces their positive learning habits. Students in general have strong motivation for learning, as evident in the fact that the number of learning motivation award presented increased to 447 in 2024-2025.

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 to the needs of learners with varying abilities and learning styles were introduced in all academic subjects and nearly all cultural subjects. A wide range of approaches was adopted to facilitate student learning. For less-abled students, opportunities for success were created by providing questions with clear and simple guidelines or offering reference samples to sustain their motivation. For more-abled students, their potential was stretched by challenging them with difficult questions or extended activities in assignments. Optional assignments were also provided to leverage individual students' strengths and further enhance their potential. In our year-end survey, 90.3% of students agreed that these types of learning tasks could further improve their learning abilities;
- ✧ peer learning communities were promoted in fifteen subjects to foster a culture of collaboration among students to enhance peer-to-peer learning. Teachers facilitated this by forming students into groups and assigning collaborative tasks, such as projects and field trips, to encourage students to share their knowledge, skills and experiences. Assignments incorporating peer assessment were also set to allow students to benefit from their peers' feedback and insights. 89.2% of students reported that the study groups enabled learners with diverse strengths and learning styles to complement one another;
- ✧ 89.3% teachers reported in the Stakeholder Survey that they often teach their students learning strategies such as doing pre-lesson and post-lesson tasks. These exercises ranged from short readings and check-for-understanding exercises to watching online videos. These tasks also enabled students to consolidate their knowledge before class and prepare for upcoming lessons, creating room for teachers to develop students' generic skills and address more challenging tasks during class.

On grooming students with talents through gifted education,

- ✧ gifted and talented students were offered a range of opportunities to develop and showcase their strengths. A variety of activities organised by the Gifted Education Committee, including a special initiative called "My Story," where 15 students shared their personal achievements and growth across different areas of multiple intelligence. These stories are now displayed around the campus, celebrating their diverse talents and inspiring others;
- ✧ a variety of student performances took place under "The Stage," a platform designed to celebrate student talent. Events such as the S6 Talent Show "The Last Show," Christmas Busking, Piano Recital, "Talents of the World," and "Our Shining Stars Assembly" drew enthusiastic crowds and were warmly received by the audiences;
- ✧ six students took the spotlight as "Talent Talker," sharing speeches on topics ranging from responsibility and tea culture to stress management and the mother-daughter bond. A selection of these inspiring talks has been featured on the Gifted Education YouTube Channel, allowing their voices to reach a wider audience.

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

- ✧ all SEN students met with the SENCO and/or educational psychologist, clinical psychologist, counsellor and therapists at least once a month, either individually or in groups. These meetings and activities provided them with care, emotional support and advice on career and life planning;
- ✧ A total of 3 parent talks, 3 workshops, and 24 sharing sessions were organised to support families of SEN students. Parents said these meetings helped them to better understand their daughters' learning needs. With enhanced communication and stress management skills, parents agreed that they were more confident in building supportive relationships with their daughters and managing parent-child conflicts.

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

- ✧ the school-based NCS Chinese curriculum has been steadily refined. At the junior level, real-life contexts were integrated to enhance practical language use. For senior students, materials were adjusted to support examination readiness. 90% of NCS students found the curriculum appropriate. To further boost vocabulary, the collection of vocabulary books was used, with over 90% of students agreeing it improved their Chinese proficiency;
- ✧ the Buddy Scheme paired each S1 and S2 NCS student with a local peer to promote integration and friendship. Buddy pairs visited cultural sites, the Hong Kong Palace Museum and the Xiqu Centre. With highly positive feedback, all NCS students reported that the experience enabled them to form closer bonds with their counterparts and strengthened their sense of belonging;
- ✧ four after-school Chinese tutorial sessions were organised for NCS students across both junior and senior levels, aiming to strengthen their language skills. All participants unanimously agreed that the tutorials played a key role in helping them to build a more solid foundation in Chinese, boosting their confidence and competence in the language;
- ✧ the activities to celebrate the Mid-Autumn Festival and Chinese New Year were held for NCS students. Three cultural workshops covering traditional Chinese opera (Xiqu), tea ceremonies and paper cutting were held. These experiences enriched students' cultural awareness. All NCS participants agreed that the events deepened their understanding and appreciation of Chinese traditions.

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

On encouraging teachers to participate in CPD programmes provided by the Education Bureau and other organisations,

- ✧ The Staff Development Committee proactively encouraged teachers to attend CPD courses offered by the Education Bureau and other providers. To track progress, updates on CPD hours were distributed to all staff during general meetings. Teachers who had completed fewer than 50 hours were advised to enroll in courses. Additionally, ten teachers have completed the SEN Basic Course. As a result of these initiatives, the total CPD hours for the teaching staff increased by 60% in 2024-2025.

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

- ✧ twenty-two in-house staff development programs were organised. The New Teacher Orientation, which shared effective teaching practices, was particularly well-received, with all new teachers reporting it was useful and satisfactory. To strengthen teacher knowledge of school self-evaluation and management, two distinguished educators were invited: Dr. Wong Wai Keung, Principal of Carmel Pak U Secondary School, who conducted a seminar on team building to improve learning, and Dr. Ip Wai Ming, retired Principal of TWGHs Mrs. Wu York Yu Memorial College, who delivered a talk on preparation for the External School Review. In post-activity surveys, all teachers found these sessions invaluable, noting they provided critical insights into the synergy of teamwork and self-evaluation for improving learning and teaching.

On promoting “students” motivation enhancement” and “catering for learning diversities” as through lesson observation and assignment inspection,

- ✧ an explanatory note has been added to the lesson observation form, emphasising the importance of enhancing students’ motivation and addressing learning diversity in classroom teaching. The need to further strengthen teacher-student interactions, provide students with more opportunities to demonstrate their learning outcomes, and support learners with diverse styles and needs was communicated clearly. These requirements were thoroughly explained to panel heads during academic meetings and to all teachers in academic committee meetings and staff meetings. As a result, 91% of teachers reflected in Stakeholder Survey that they take into account students’ learning and re-adjust their teaching strategies accordingly.

Reflection

- ✧ The school has embedded key initiatives from the Annual School Plan into learning and teaching, with a whole-school focus on improving learning habits. Strategies like note-taking, SAL materials, and pre-lesson tasks have been adopted across subjects, with over 82% of S1 students reporting greater confidence and over 92% affirming enhanced abilities through varied learning tasks.
- ✧ The school has supported diverse student groups – gifted, SEN, and NCS students – through initiatives like enhancement and enrichment courses for gifted learners, integration programmes for NCS students, and tutorial classes with professional support for those with special educational needs.

Despite the above-mentioned progress, several limitations have been observed.

- ✧ Cross-curricular integration can be further developed. Whereas the inquiry-based learning (IBL) projects have been implemented, this is evident in some subjects choosing to plan IBL projects in isolation rather than through interdisciplinary partnerships. More participation from core subjects is highly expected.
- ✧ The school should adopt a systematic whole-school approach to foster positive learning habits and learning skills. Although note-taking, SAL, and pre-lesson tasks are common, inconsistent implementation and a focus on task completion hinder students from developing independent study skills and essential learning capabilities for academic growth.

Feedback and Follow-up

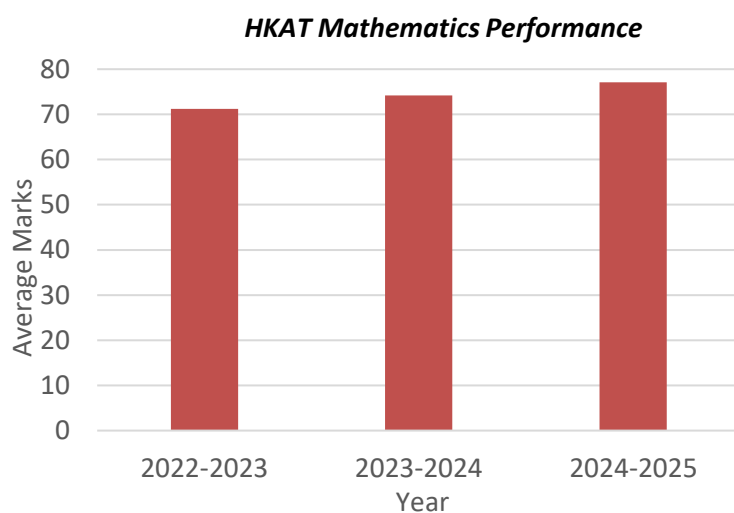
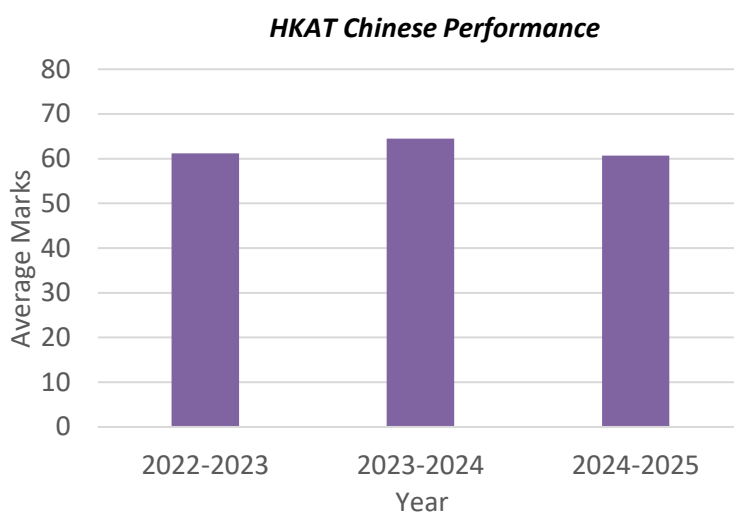
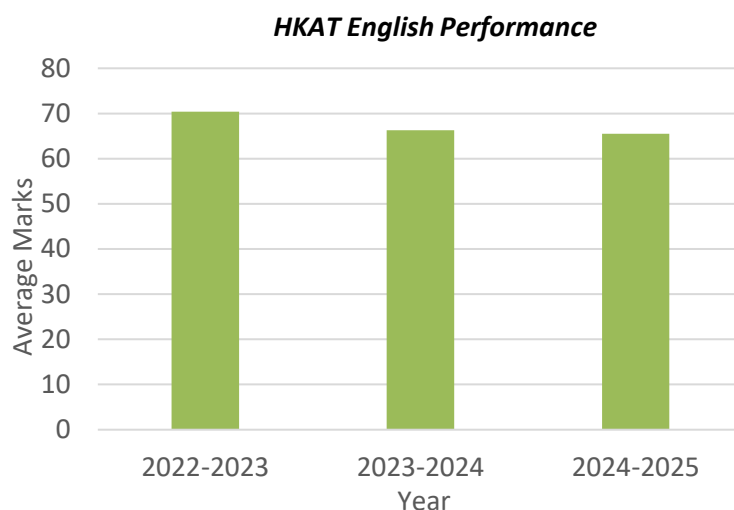
- ✧ Our school will deepen cross-curricular learning through Inquiry-Based Learning (IBL) projects in the next development cycle, with each project jointly planned and delivered by teachers from at least two subjects, ensuring active participation across all departments;
- ✧ Our school will enhance students' independent learning by continuing school-wide note-taking and introducing pre-lesson tasks and Self-Access Learning materials at selected levels. These strategies will be expanded and adopted by all subject teachers in the end of the next development cycle.
- ✧ Our school will strengthen professional sharing by creating regular opportunities for teachers to exchange effective strategies, enhancing the Collaborative Teaching and Lesson Observation Scheme, and involving top management in observing lessons to promote best practices school-wide.

3. Student Performance

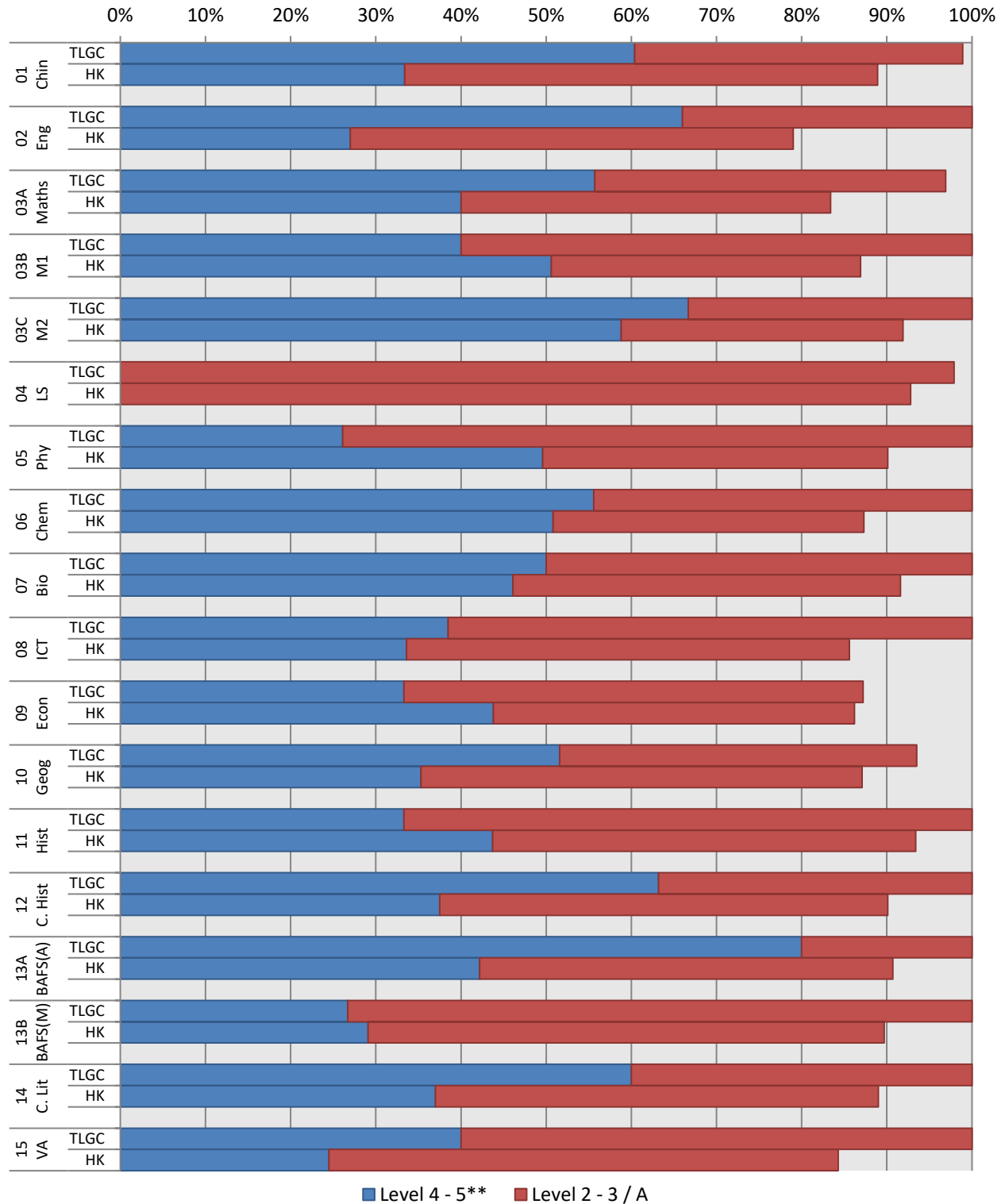
3.1 *Brief account of students' attitude and behaviour*

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)



3.3 Performance in Hong Kong Diploma of Secondary Education Examination (HKDSE) in 2025



HKDSE Result in 2025

	TLGC	HK
Percentage of Level 5 or above	18.2%	14.1%
Percentage of Level 4 or above	53.6%	36.5%
Percentage of students attained Chin-3, Eng-3, Maths-2, CDS-A or above	86.8%	39.6%

JUPAS Result in 2025

Percentage of students with offer:	75.0% (70 students)
Percentage of students enrolled in tertiary education through JUPAS or other means:	96.9% (94 students)

3.4 Achievements and Awards

3.4.1 English Language

76th Hong Kong Schools Speech Festival		
Solo Verse Speaking		
1st Runner-up	Ng Sze Yue Samantha (5A)	
2nd Runner-up	Kassim Dhaakira (2B)	Syed Nasrullah Nuha Fathima (3A)
	Tajudeen Thawseefa (4B)	Ahmad Salih Qadrunnisa (5A)
Dramatic Duologue		
2nd Runner-up	Gurung Esme (3A)	Mohamed Fahim Shareen (3A)
Hong Kong School Drama Festival 2025		
Outstanding Performer	Lau Yan Sin (2A)	Wong Bin(2A)
	Pun Sohana(2B)	Cheung Tsun Yee(4B)
Outstanding Cooperation	Yip Wai Lam (1B)	Lau Yan Sin (2A)
	Wong Bin (2A)	Gurung Jenisha (2B)
	Pun Sohana (2B)	Rai Eva (2B)
	Faizan Eshal (3A)	Cheng Yu Yin (3C)
	Hung Ching Tin Tinly (3C)	Batool Anisa (4B)
	Cheung Tsun Yee (4B)	Kuan Alyssa Mae Abracia (4B)
	Tajudeen Thawseefa (4B)	Bibi Aymin (5A)
	Limbu Angelica (5B)	
EMI Drama Festival 2025		
Outstanding Performer	Wong Bin(2A)	Faizan Eshal (3A)
Outstanding Performance	Yip Wai Lam (1B)	Lau Yan Sin (2A)
	Wong Bin (2A)	Gurung Jenisha (2B)
	Pun Sohana (2B)	Rai Eva (2B)
	Faizan Eshal (3A)	Cheng Yu Yin (3C)
	Hung Ching Tin Tinly (3C)	Batool Anisa (4B)
	Cheung Tsun Yee (4B)	Kuan Alyssa Mae Abracia (4B)
	Tajudeen Thawseefa (4B)	Bibi Aymin (5A)
	Limbu Angelica (5B)	
The Animal Photopoetry Creative Challenge		
Outstanding Award	Leung Ka Nam (1C)	



3.4.2 Chinese Language

第 76 屆香港學校中文朗誦節				
粵語詩詞獨誦				
冠軍	李清嵐 (2A)			
亞軍	鄧晰文 (1C)	盧詩欣 (3D)	呂安悅 (3D)	黃禮萱 (4B)
季軍	梁嘉茵 (1A)	岳晞雅 (1A)		
普通話詩詞獨誦				
亞軍	劉品禧 (2B)	陳可欣 (2D)		
粵語散文獨誦				
亞軍	楊芯寧 (5C)			

中華人民共和國成立 75 周年徵文比賽 – 我愛祖國我的家	
一等獎 (高中組)	陳嘉琳 (6D)

2024-25 中國中學生作文大賽 (香港賽區)	
銅獎 (高中組)	陳嘉琳 (6D)

第十三屆大學文學獎	
少年作家獎	黃芷琳 (6A)

2024-25 年全國青少年語文知識大賽「菁英盃」現場作文比賽	
二等獎	葉佩澄 (2C)
三等獎	鄧芷瓏 (1A) 林嘉宜 (5A)



3.4.3 Mathematics

SCMP The Student of the Year- Scientist & Mathematician	
Merit	Zhang Yuk Yiu (6C)

True Light Girls' Invitational Mathematics Contest 2024-2025	
Merit	Yau Yuet Ching (4C)



第3屆粵港澳大灣區 STEM/AI 挑戰賽

香港區賽銀獎、大灣區總決賽銅獎 張祺婧 (2A) 何仲翹 (2B) 莊晞桐 (2C) 劉抒芹 (2D)

第18屆香港科學青苗獎

中學組亞軍、最佳創意方案獎 陳焯琪 (3D) 郭蕙嘉 (3D) 譚凱庭 (3D) 劉穎怡 (4C)
梁樂妍 (4C)

AI 與粵港澳大灣區文化的融合之旅 – AI 生成繪圖設計比賽

金獎 蕭善兒 (5B)

第3屆科夢盃全港中小學生科學海報大賽

科學小英雄獎

亞軍	劉雅儀 (3A) 董心悅 (3A)	李采橋 (3A)	呂澤昕 (3A)	吳洛瑩 (3A)
最具實用性獎、 最佳技巧及表達獎	周泳沁 (2A) 張祺婧 (2A)	符芳瑜 (2A)	劉恩善 (2A)	袁睿彤 (2A)
最具創新性獎	李清嵐 (2A) 蔡心圓 (2A)	劉佳洋 (2A) 王昇 (2A)	唐有嘉 (2A)	蔡佳璐 (2A)
最佳社會影響力獎	周昭汶 (1D)	何品茹 (1D)	梁淑盈 (1D)	

化學品安全海報設計比賽 2024-2025

最踴躍參與獎 (中學組)

亞軍	周梓瑩 (3C)			
優異獎	方舜淇 (3A)	鍾美思 (3A)	馮靖彥 (3A)	

「茶餐廳美食的科學」寫作比賽 2025

冠軍 梁樂妍 (4C)

2024 國民身份認同應用程式設計比賽

亞軍 (高中組)、 陳靖宜 (5B) 郭嘉寶 (5D) 林素穎 (5D) 譚卓恩 (5D)
最豐富內容獎 (高中組)

樓宇安全學生大使計劃 2024 「探索宜居社區短片創作比賽」

銀獎 陳凱欣 (5A) 鍾卓瑤 (5C) 曾巧善 (5C)

香港創科展 2024-2025

優異獎 方舜淇 (3A) 湯子瑤 (3A) Gurung Esme (3A)
Syed Nasrullah Nuha Fathima (3A)

心繫國家 – 國五千年 STEAM / AI 競技賽 2024-2025

銅獎 陳嘉怡 (1D) 周昭汶 (1D) 鍾曦呈 (1D) 鍾宛廷 (1D)
何品茹 (1D) 梁淑盈 (1D)



3.4.5 Music

香港校際合唱節 2025

初級合唱團：中學組合唱銀獎

高級合唱團：中學組合唱金獎

高級合唱小組：中學組混聲合唱銀獎 (與喇沙書院童聲合唱團合作)

第 77 屆香港校際音樂節

初級合唱團

外文歌曲混聲第二組別初級組 15 歲或以下：季軍 (與喇沙書院童聲合唱團合作)

外文歌曲女子第二組別初級組：銀獎

教堂音樂外文歌曲中學合唱團 15 歲或以下：銀獎

高級合唱團

外文歌曲女子第二組別高級組：銀獎

長笛獨奏

冠軍 2B 梁穎芯

古箏獨奏

冠軍 2B 劉品禧

揚琴獨奏

亞軍 3D 范昱彤

鋼琴獨奏八級

季軍 4A 丁心悅

二胡獨奏

季軍 4C 李恩翹

琵琶小組

金獎

聯校音樂大賽

金獎：中學合奏 (木管、弦樂)、合唱團 (高級組)

銀獎：合唱團 (初級組)、敲擊樂、牧童笛、中樂小組

銅獎：琵琶合奏

優異獎：柳琴合奏



3.4.6 Visual Arts

澳門旅遊+學習 AI 畫創作比賽暨展覽	
感受澳門大獎	黃善瑜 (6B)
文字指令獎	石璀璨 (6B)
特等獎	方舜淇 (3A)
旅遊+文化/歷史組	
冠軍	黃善瑜 (6B)
亞軍	石璀璨 (6B)
季軍	陳曉兒 (6B)
第四屆肖像畫繪影繪畫比賽暨作品展覽 (2006 至 2008 自由組)	
冠軍	余宣蓉 (5B)
第六屆 J3-J18 全港青幼童大賞繪畫比賽 (J16 至 J18 西洋畫組)	
季軍	余宣蓉 (5B)
香港多元智能教育協會 - 第十屆國際紫荊盃繪畫大賽 (中學組)	
銀獎	余宣蓉 (5B)
全港青少年書畫比賽 (西洋畫中學組)	
冠軍	余宣蓉 (5B)
Copic Award 2024 (香港區)	
優異獎	謝芷蕎 (5B)
2024「夏日回憶」青少年兒童繪畫及填色比賽 (繪畫(中學高級組))	
金獎	李曼莹 (5B)
2024 閃耀夢想奧運填色繪畫及攝影比賽 (電子繪畫(少年初級組))	
冠軍	鍾曉彤 (5C)
2024 全港「0 欺凌」電繪創作比賽 (青少年組)	
優異獎	鍾曉彤 (5C)
2024 依時能源·燃動正能量填色比賽 (中學組)	
優異獎	鍾曉彤 (5C)
2025 亞洲傑出精英藝術節大賽 (繪畫公開組)	
亞軍	石璀璨 (6B)



公益少年團油尖旺區委員會文件夾封面設計比賽 (中學組)

冠軍	謝芷蓓 (5D)	
優異獎	陳淳 (4B)	梁樂研 (4C)

2024 安徒生國際藝術獎

金獎	黃善瑜 (6B)
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2024 日本國際藝術大賽

季軍	黃善瑜 (6B)
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2024 莫內國際藝術獎

金獎	黃善瑜 (6B)
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2024 亞太青少年繪畫大賽-精英盃

特別金獎	黃善瑜 (6B)
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2024 國際油畫歐式藝術比賽

冠軍	黃善瑜 (6B)
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3.4.7 Physical Education

61st School Dance Festival

Honours Award in Western Dance (Group)

Inter-school Table Tennis Competition 2024-2025 [Division Two]

Girls Grade C

Overall Champion

Inter-school Basketball Competition 2024-2025 [Division Three (Kowloon Two)]

Girls Grade B

Overall 2nd Runner-up



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Inter-school Cross Country Competition 2024-2025 [Division Three (Area Two)]

Girls Grade

Overall 1st Runner-up

Girls Grade A

Overall 2nd Runner-up

Individual Sixth Place Au Yeung Hei Tung (5D)

Girls Grade B

Individual Ninth Place Lei Wing Kiu (3D)

Girls Grade C

Overall 2nd Runner-up

Inter-school Swimming Competition 2024-2025 [Division Three (Kowloon One)]

Girls Grade

Overall Champion

Girls Grade A

Overall Champion

4x50m Medley Relay – 1st Runner-up

50m Breaststroke – 3rd Runner-up Cheng Tin Wai (6B)

100m Breaststroke – Champion Poon Ka Yan Angel (5C)

100m Breaststroke – 3rd Runner-up Tong Chung Ki (5C)

200m Breaststroke – 1st Runner-up Chui Lok Yiu (5B)

Girls Grade C

4x50m Medley Relay – 2nd Runner-up

50m Breaststroke – 3rd Runner-up Tang Lok Yan (2C)

香港速度滾軸溜冰錦標賽

女子 (13 至 14 歲)

500 米計時賽 - 亞軍 胡凱琳 (2D)

1000 米計時賽 - 冠軍 胡凱琳 (2D)

懲天羽天羽毛球比賽

初中組女子單打

季軍 袁靖瑤 (2D)

油尖旺區分齡羽毛球比賽

女子青少年 H 組

殿軍 袁靖瑤 (2D)



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中華基督教會香港區會中學校際羽毛球球錦標賽				
單打				
冠軍	袁靖瑤 (2D)			
雙打				
季軍	董心悅 (2A)	袁靖瑤 (2D)		
跳繩全能挑戰賽				
女子 30 秒單車步				
亞軍	鍾宛廷 (1D)			
女子 30 秒二重跳				
冠軍	鍾宛廷 (1D)			
女子 30 秒開交叉跳				
冠軍	林嘉穎 (3B)			
女子 45 秒交互繩				
殿軍	馬嘉寶 (1B)	鍾宛廷 (1D)	黃靖淇 (4D)	
女子 45 秒 8 字大繩				
亞軍	岳晞雅 (1A) 黃可蕎 (1D)	黃愛曦 (1A)	周秋琳 (1B)	尤雅文 (1C)
九龍地域跳繩錦標賽 2025				
中學 11-12 歲女子組 30 秒交叉開跳				
亞軍	馬嘉寶 (1B)			
中學 11-12 歲女子組 30 秒二重跳				
亞軍	鍾宛廷 (1D)			
中學 15-16 歲女子組 30 秒單車步				
亞軍	林穎雯 (2D)			
中學 15-16 歲女子組 30 秒交叉開				
季軍	林嘉穎 (3B)			
女子 30 秒雙人朋友跳				
冠軍	馬嘉寶 (1B)	鍾宛廷 (1D)		
女子 30 秒雙人朋友跳				
亞軍	陳思翹 (1C)	尤雅文(1C)		
女子 30 秒雙人橫排跳				
亞軍	林穎雯 (2D)	黃靖淇(4D)		
中華基督教會香港區會中學校際乒乓球球錦標賽				
單打				
冠軍	鍾焯淋 (1A)			
殿軍	錢海淳 (2A)			
雙打				
季軍	鄭思愉 (5A)	楊芯寧 (5C)		



3.4.8 Uniform Teams

香港交通安全隊 (全港)	
2024 年度傑出交通安全隊員選舉	
最傑出隊員	庾啓欣 (5D)
傑出隊員	甘婧 (3A)
香港交通安全隊 (西九龍總區)	
周年檢閱禮步操比賽	
亞軍	
優秀隊員選舉 (中學組)	
亞軍	庾啓欣 (5D)
一等獎	甘婧 (3A)
二等獎	吳昱瑩 (5D)



3.4.9 Others

Harmony Scholarship for academic year 2024/25		
Awardee	Balcita Bienne Chloe (5C) Pun Angela (5C) Bibi Lyeba (6A)	Eto Kc Mayumi (5C) Sran Jasmine Kaur (5C) Gurung Dilasha (6A)
油尖旺區傑出學生獎勵計劃		
傑出學生獎	方舜淇 (3A)	吳凱恩 (5D)
中華基督教會香港區會中小幼模範生計劃		
模範學生獎	方舜淇 (3A)	吳凱恩 (5D)

