

2025



2026

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

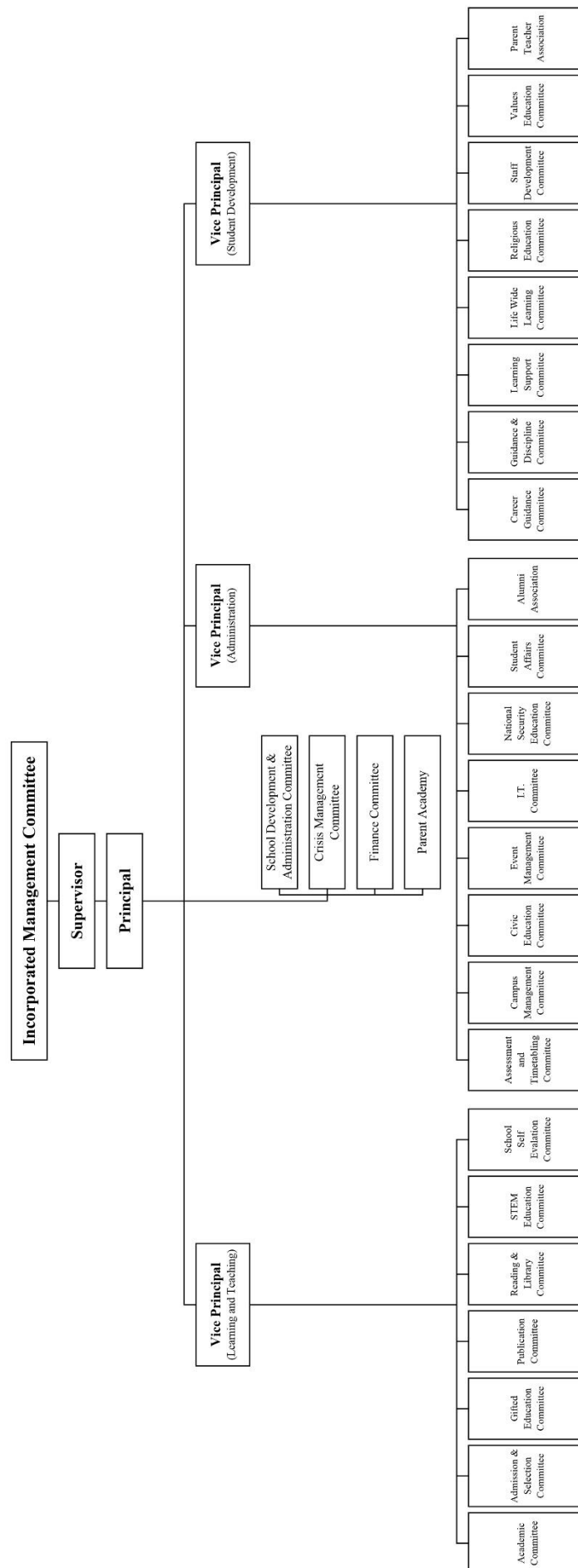
- ↑ To develop students' analytical and critical thinking skills and their academic and cognitive abilities.
- ↑ To cultivate students' enthusiasm for the pursuit of knowledge, physical fitness, social skills and aesthetic appreciation to lay a good foundation for life-long learning.
- ↑ To lead students 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	3.9
Professional Leadership of Principal	3.9
Professional Leadership of Vice Principal	4.1
Professional Leadership of Subject Panel / Committee Heads	4.0

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

Total School Days	192
Holidays	90

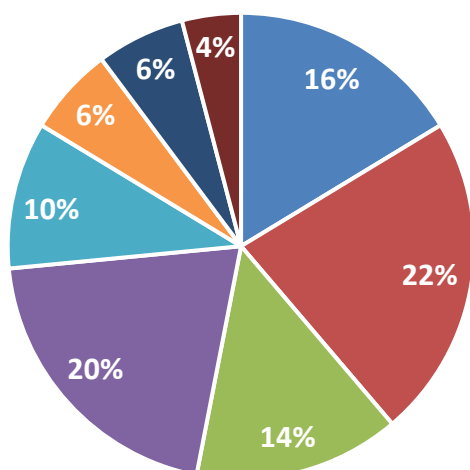
1.5 Curriculum

The formal curriculum offered by the school is listed below:

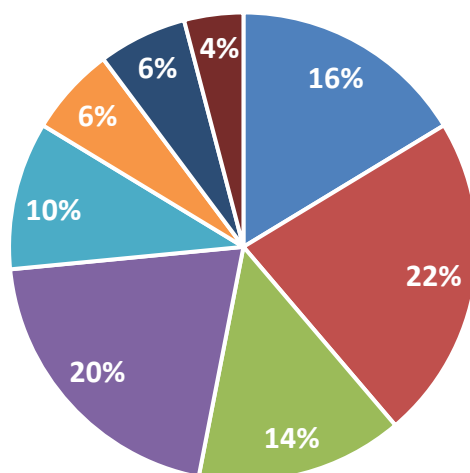
Subject	S.1	S.2	S.3	S.4	S.5	S.6
Chinese Language Education						
Chinese Language	*	*	*	*	*	*
Chinese Literature				*	*	*
Putonghua	*	*	*			
English Language Education						
English Language	*	*	*	*	*	*
Mathematics Education						
Mathematics	*	*	*	*	*	*
Mathematics Extended Part 1 & 2				*	*	*
Personal, 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

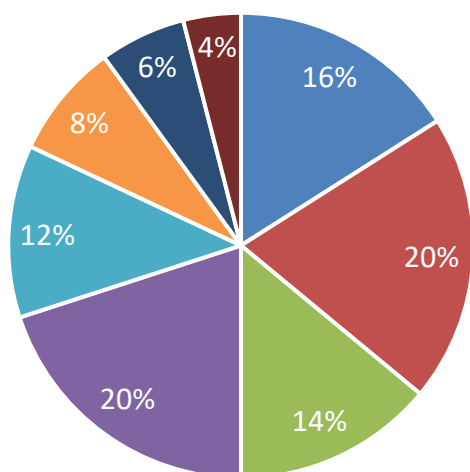
S1



S2



S3



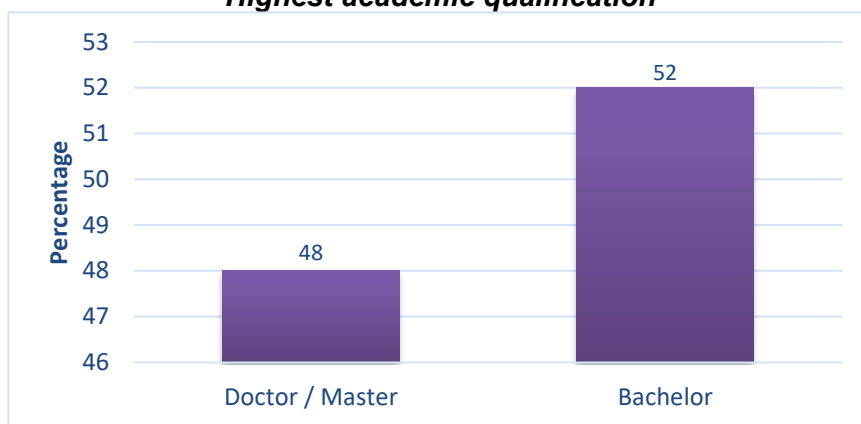
- Chinese Language Education
- English Language Education
- Mathematics Education
- Personal, Social & Humanities Education
- Science Education
- Technology Education
- Arts Education
- Physical Education

Remarks:

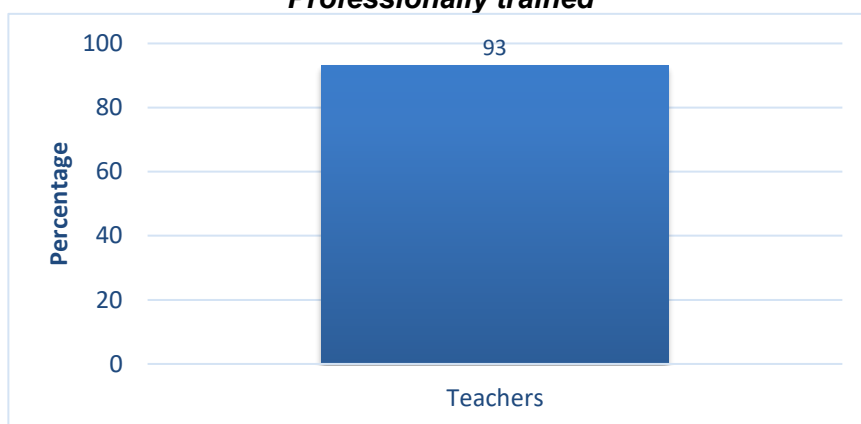
- 49 periods per cycle for S1 & S2
- 50 periods per cycle for S3

1.7 Staff Profile

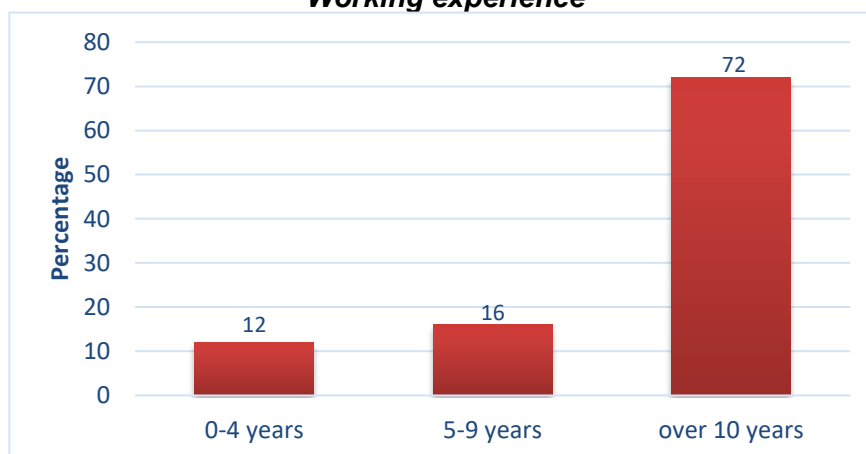
Highest academic qualification



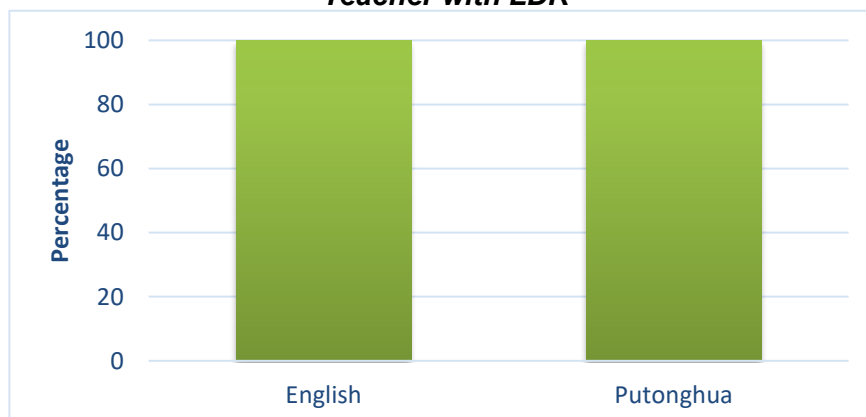
Professionally trained



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 (19/8/2025)
 - Mentoring Programmes for New Teachers
 - ◆ Briefing Session on Guidance & Discipline System (8/9/2025)
 - ◆ Briefing Session on Using WebSAMS, Guidelines on Guidance & Discipline Work and Life-Wide Learning Activities (11/9/2025)
 - ◆ Briefing & Sharing Session on Class Teacher Duties (3/10/2025)
 - ◆ Briefing Session on Examination Invigilation & Assessment Procedures (24/10/2025)
- Staff Development Programmes
 - Hangzhou Primary and Secondary School Key Teachers' Study Tour to Hong Kong – School-Based Cross-Disciplinary Career Planning Experience Sharing Session (19/8/2025)
 - Teacher Retreat (25/8/2025)
 - School Based Programmes (26/8/2025)
 - ◆ Case Sharing and Discussion Topic on "Adolescent Physical & Mental Health and Emotions"
 - ◆ Learning and Teaching Sharing: Enhancing Students' Motivation and Learning Effectiveness
 - Visit to "United in Arms, Standing for Peace — 80th Anniversary of Chinese Victory in the War of Resistance Exhibition" in Hong Kong Museum of History (27/8/2025)
 - Visit to Kowloon Sam Yuk Secondary School (9/10/2025)
 - Visit to Man Kwan Pak Kau College (10/10/2025)
 - Seminar and case analysis: "Mandatory Reporting of Child Abuse Ordinance" (31/10/2025)
 - Briefing Session: "Mandatory Reporting of Child Abuse Ordinance" (28/11/2025)
 - Mandatory Child Abuse Reporting Mechanism" Workshop (23/1/2026)
 - Basic Course on Supporting Students with Mental Health Needs (Internet Addiction) (5/2/2026)
 - Seminar on "Enhancing Learning Motivation through Career Planning Technology" (9/2/2026)
 - Financial Education Sharing with Outstanding Secondary School Party Secretaries and Principals from Guangdong Province (22/4/2026)
- In-house Staff Development Days
 - School Based Programmes (7/1/2026)
 - ◆ Clinical Psychologist's Sharing on Supporting Students' Psychological Development and Emotional Adjustment
 - ◆ Educational Psychologist's Sharing on the Importance of Growth-Mindset Feedback
 - ◆ AI Interactive Whiteboard Training Workshop
 - School Based Programmes (13/3/2026)
 - ◆ Interactive Design Thinking Seminar
 - ◆ Bringing United Nations Sustainable Development Goals (SDGs) into the Classroom
 - Annual Teachers' Brainstorming (1/6/2026)
 - Shenzhen Teacher Development Tour: Visits to Shenzhen BGI Genomics Headquarter and Handuan AI Popular Science Education Centre (10/6/2026)

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	195	3957.5	69.4

1.8.3 Teachers' view on professional development

EDB Stakeholder Survey	Score (1-5)
Teachers' view on professional development	3.8

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.

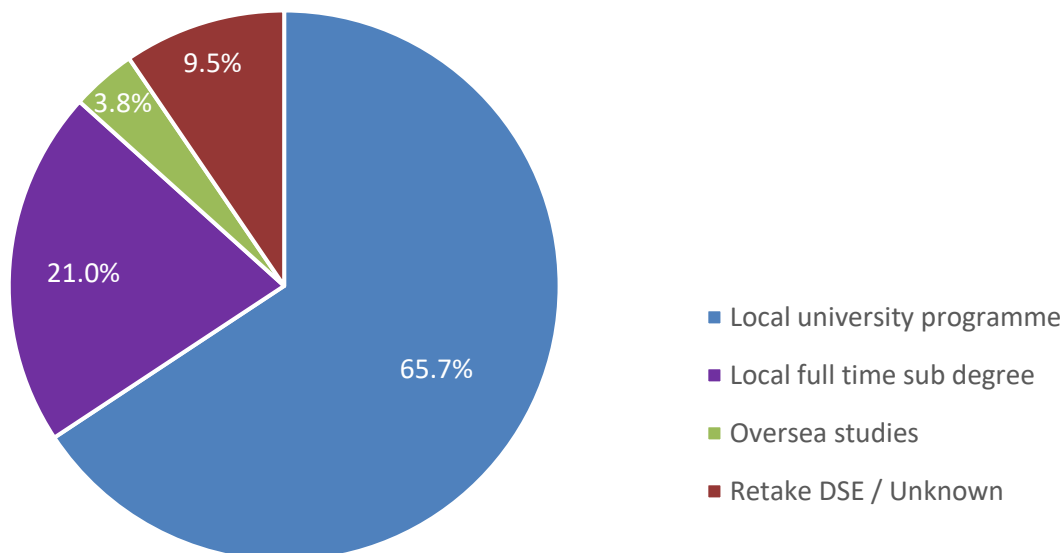
1.9 Student Population

	S1	S2	S3	S4	S5	S6	Total
No. of Class	4	4	4	4	4	4	24
No. of Students	122	130	125	110	109	106	702

1.10 Students' Attendance

	S1	S2	S3	S4	S5	S6	Total
Students' attendance rate (%)	97.4	96.6	96.0	95.8	92.9	92.0	95.1

1.11 Destination of Our Graduates



1.12 Students' Physical Development

	Age 14	Age 15
Average of total score of the 4 fitness items for S3 students	3.5	3.9
Percentage of S3 students within the acceptable weight range	57.6	61.5

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

2.1 To empower students to be proactive learners in the 21st century

Achievements

Students' knowledge through interdisciplinary learning experiences is broadened.

On organising themed learning weeks with cross curricular activities which extend students' learning beyond the classroom,

- ✧ three themed learning weeks were held, providing students with exposure to a wide range of subjects and interdisciplinary learning experiences:
 - STEAM Week, held from 5 to 12 December 2025, brought together subjects from the Science Education Key Learning Area (KLA), Technology Education KLA, Mathematics and Visual Arts;
 - Chinese Culture Week, from 9 to 12 March 2026, involving Chinese Language, Chinese History, National Education, Music, Physical Education and Putonghua;
 - World Culture Week took place from 4 to 7 May 2026, with participation from English, Chinese, History and Music.

Student feedback indicated that real-world themes, such as food science and ancient Chinese women, made learning tangible. Year-end survey results showed 89.29% of students agreed these activities enriched their STEAM and cultural knowledge, while 89.52% reported that they increased their interest in STEAM and strengthened their sense of national identity.

- ✧ The South Korea tour in July 2026, linked with Geography and History curricula, provided students with valuable opportunities to observe real land features and historical sites firsthand. Students developed a greater appreciation for the subjects and achieved a deeper understanding of the content, which was clearly reflected in the high quality of their project presentations.

On developing theme-based, cross curricular projects that provide Secondary 1 and Secondary 2 students with integrated learning experiences,

- ✧ three cross-curricular projects were conducted to promote the integration of knowledge across subjects. Secondary 1 students explored "Agricultural Activities in Hong Kong in the Past and Present", a project involving History, Geography and English. For Secondary 2, students worked on "Design a Half-Day Tour Route to Introduce Hong Kong's History and Culture", which integrated Chinese History and Mathematics, as well as "The Intelligent Tribute", a project combining Science, English, Music, Visual Arts and Computer Literacy.

These projects brought a significant impact to students' learning. Students were found to build practical AI skills in the Secondary 1 project by generating images with prompts, alongside collaboration and communication skills through group video presentations. Year-end survey results reflected this positive impact, with 87.89% of students agreeing that the projects helped to integrate multi-perspective knowledge, and 90.43% confirming gains in subject knowledge and generic skills.

Students' learning habits and self-regulated learning skills are cultivated.

On setting pre-lesson preparation and self-access learning (SAL) materials to foster students' effective learning habits and independent learning skills,

- ✧ all academic subjects reported preparing pre-lesson tasks. For example, the Geography panel designed tasks for all levels, such as video-watching and short extended readings accompanied by guiding questions for junior levels while Mathematics assigned quick reviews and practice exercises in their classwork books for Secondary 1 and Secondary 4 students. The tasks successfully enhanced students' classroom readiness, with 90.23% of students stating that the tasks facilitated a deeper grasp of lesson content.
- ✧ all subject panels reported designing at least one set of SAL materials, such as Mathematics online resources across all year levels and ICT holiday assignments aligned with the HKDSE curriculum to senior students. These materials deepened subject mastery, with 89.07% of students reporting that the SAL tasks facilitated a clearer understanding and deeper internalisation of key subject content.

On introducing students to the foundational principles and processes of design thinking through talks or workshops,

- ✧ design thinking was integrated across various subjects to foster practical innovation and problem-solving following its introduction by subject teachers. For example, mathematical modelling was introduced in Secondary 1 and Secondary 3 to help students to solve real-world problems using mathematical models while Secondary 1 Science students engaged in a cross-curricular project requiring them to design a smart device to address genuine challenges faced by the elderly. With a high Q-score of 116 in the APASO, the strong result demonstrates that the project empowers students to use their minds effectively to help others and tackle complex social challenges. Speaking overall, student reported that applying design thinking to real-world challenges deepened their empathy and practical problem-solving capabilities. This impact is further reflected in the year-end survey, where 89.52% of students affirmed that the talks and workshops effectively deepened their understanding of the concept.

Students' capacity for AI digital learning is built.

On developing a comprehensive whole-school Artificial Intelligence (AI) policy,

- ✧ a school-based AI policy was adopted to strengthen students' readiness for the digital age, setting out clear guidelines for the ethical and effective use of AI in learning and teaching.

On developing students' AI literacy through talks and workshops and during the lessons,

- ✧ our school has integrated AI-related learning elements into the curricula of Computer Literacy, ICT, Citizenship and Social Development, and Citizenship, Economics and Society to develop students' AI literacy. In addition, several subjects started incorporating AI into assessment and feedback. For example, the English panel adopted AI-assisted marking across four-term writing tasks in Secondary 4 and Secondary 5, while Visual Arts students utilised generative AI platforms, such as Google Gemini, for conceptual brainstorming and digital painting. Students were found to engage more deeply in lessons and apply digital technology more meaningfully across subjects when using AI tools in their work.
- ✧ our school arranged a series of talks and activities to enhance practical skills beyond the classroom, with the ICT panel organising events, such as the "Marty Intelligent Challenge: Building Future Robots", the "Marty MV (Scratch) Production Course", the "Marty MV (Python) Production Course" and a workshop entitled "Bringing Traditional Chinese Art into the Age of Artificial Intelligence". Student feedback was positive, with many reporting increased confidence, interest and proficiency in coding and AI applications. The year-end survey further confirmed that 90.21% of students considered their AI literacy to have improved as a result of these initiatives.

Students' national and global awareness is broadened.

On establishing a corner on the campus for exploring and engaging issues related to sustainable development,

- ✧ Harmony with Nature, our sustainable development goals (SDG) corner, was finally established on the ground floor outside the canteen to showcase the 17 SDGs and serve as a focal point for environmental awareness.

On organising talks and workshops that broaden students' understanding of sustainable development,

- ✧ a broad range of sustainability-focused activities was organised throughout the year, including an exhibition entitled "Learning Sustainable Development, Safeguarding National Security" presented jointly by History, Chinese History and Geography panels on National Security Education Day, as well as the Biology panel's collaboration with the CUHK on the "Soyvestor" project to promote sustainable agriculture. Beyond the classroom, students participated in experiential projects under the JC Volunteer Together – Volunteer Leadership Programme and the SDG Actioner Challenge for Ethnic Minority Youth Programme to explore and apply the SDGs. Students reflected that these cross-subject and hands-on projects opened their eyes to global issues and connected sustainability directly to their daily choices. The results of the year-end survey showed that 91.11% of students reported a deepened understanding of sustainable development.

On organising mainland and overseas tours that allow students to explore global issues while deepening their understanding of China's and global culture and development,

- ✧ seven study tours to Mainland China and three overseas tours were offered during the academic year, ranging from a Secondary 1 exchange visit to Guangzhou True Light High School and sustainable development tours to Harbin and South Korea to a Shanghai International Choral Festival Tour. Students expressed that engaging with local peers across different countries deepened their appreciation of diverse cultures and reinforced the importance of international co-operation. Having participated in study tours across multiple countries, our students demonstrate a strong global perspective, as reflected by the APASO Q-score of 108, recognising that environmental, social and developmental issues require shared responsibility and international collaboration.

On cultivating student leaders by widening their global perspectives through the leadership training programme,

- ✧ beyond leadership training for student leaders like prefects, the Shanghai Tour in July 2026 exposed executive committee members of ECA clubs and societies to national technological innovations and rich cultural heritage while fostering meaningful dialogue with local university and secondary school peers, and career prefects participated in two separate career exploration tours in Guangzhou and Shenzhen to gain firsthand experience in sectors, including theme park operations, hospitality and STEAM development. Students reported that these tours not only enabled them to better visualise their future career paths, but also expanded their horizons and strengthened their leadership skills.

Parents' awareness of students' learning in the 21st century for better support is raised.

On disseminating information and organising talks and workshops to deepen parental understanding of student learning and school life,

- ✧ more than 20 activities were organised for parents throughout the year. Alongside our annual career seminars focusing on Secondary 3 subject selection and post-secondary pathways for S6 parents, two additional seminars open to all parents were hosted. Feedback collected after the events was overwhelmingly positive, with over 90% of respondents feeling better equipped to guide their daughters in making informed career decisions.
- ✧ three workshops designed to help parents of junior students to navigate their children's academic and social development were organised. Among those who attended, 92.9% reported feeling better equipped to support their children through the changes and challenges of adolescence. These activities not only strengthened home-school partnerships but also empowered parents to take an active role in their daughters' growth. Overall, parents expressed that these continuous learning opportunities provided them with the guidance and confidence needed to support their daughters through critical developmental and academic milestones.

Teachers with knowledge and skills necessary to support students' learning for the 21st century are equipped.

On organising professional development programmes in AI and design thinking to build teachers' capacity for supporting student learning,

- ✧ a series of programmes was organised to strengthen teachers' competencies in cultivating 21st century learning skills. On 7 January 2026, a workshop on the use of interactive whiteboards equipped teachers with strategies for integrating artificial intelligence into day-to-day teaching. This was followed by an interactive workshop on Design Thinking on 13 March 2026, which encouraged staff to adopt problem-solving approaches in daily classroom practice. An educational tour to Shenzhen on 10 June 2026 further broadened perspectives: teachers visited BGI Genomics, a biotechnology company showcasing how technological innovations address real-world challenges and an AI training centre, where they learnt coding to command robots and gained firsthand experience in a rapidly evolving technological landscape. Survey feedback was highly positive. A total of 88% of participating teachers agreed that the Shenzhen tour enhanced their understanding of AI, while 90.5% reported that the activities provided a clearer overview of the design thinking framework. One teacher even noted that the framework helped to shift her traditional mindset. In the Stakeholder Survey (SHS), 84.2% of teachers agreed that these programmes cater for the school development and students' needs. Speaking overall, these programmes effectively equipped teachers to better support student learning in the digital age.

- ✧ lesson observations conducted by subject panels and peers through a collaborative teaching scheme further enhanced learning and teaching effectiveness. Furthermore, a teacher joined the Teacher Secondment Scheme; through this experience, she gained valuable insights and brought innovative ideas back to school, enriching our instructional practices and contributing to overall school development.

Reflection

- ✧ There has been a significant increase in cross-curricular collaboration. From themed learning weeks and jointly organised study tours to interdisciplinary projects, subject panels have worked together more closely than before. This growing co-operation has enabled students to explore topics from multiple perspectives, enriching their learning experiences and fostering deeper understanding.

Despite the progress achieved, several limitations have been observed.

- ✧ The integration of AI in learning and teaching is building steady momentum across the school. Teachers demonstrate strong confidence in leveraging AI for pre-lesson preparation, with several expanding its use into lesson design and feedback. Some subject panels are also actively innovating by embedding AI tools into student assignments and assessments. Building on this foundation, the school is primed to expand real-time classroom applications and foster consistent, individualised AI-driven learning tasks across all subjects.
- ✧ With the integration of Harmony with Nature and sustainable development now established across the curriculum, our school is ideally placed to further enrich these concepts both inside and beyond the classroom. Strengthening teacher awareness of the SDGs through professional development will foster even deeper integration into daily teaching and extra-curricular initiatives. Additionally, once fully furnished, the Harmony with Nature space will host an expanded range of activities to enhance student engagement.

Feedback and Follow-up

- ✧ To advance the integration of AI across learning and teaching, the school will prioritise building teacher capacity and broadening adoption across more subjects in the coming academic year. Supported by a government grant in the AI for Empowering Learning and Teaching Funding Programme, a working group comprising teachers from key subjects will be set up to pilot classroom-based AI applications. To support this paradigm shift, our school will update its lesson observation and assignment inspection frameworks to incorporate AI-related criteria. In addition, the school will procure an AI platform and provide accounts for both teachers and students. A series of professional development workshops and in-house sharing sessions will also be organised to highlight effective practices and inspire broader engagement among teachers.
- ✧ To strengthen sustainable development education, the site for the Harmony with Nature was designated on the ground floor. Both the design and displays will be created by students, enabling them to apply design thinking principles to shape a meaningful learning environment that actively promotes environmental awareness and sustainable living habits. Furthermore, subject panels and ECA clubs are encouraged to incorporate the SDGs into future cross-curricular projects, as well as external programmes and competitions, thereby reinforcing students' understanding and practical application of sustainability principles.

2.2 To nurture students' holistic well-being

Achievements

Positive education that fosters resilience, a growth mindset and emotional intelligence is promoted.

On organising talks, workshops and a Mental Health Week to foster students' growth mindsets and mental well-being using positive psychology strategies,

- ✧ the Guidance and Discipline Committee teamed up with the Learning Support Committee to launch our Mental Health Week, themed "Never Mind. Level Mind", from 25 February to 4 March 2026. The series aimed to cultivate positive mindsets across campus through a blend of engaging activities. Students explored themed information boards addressing internet addiction and cyber-bullying, joined creative handicraft sessions designed to help them to experience a state of "Flow" and enjoyed interactive game stalls that brought peers closer together. Positive student feedback and active participation showed that the Week boosted students' confidence to seek help, provided practical coping tools and fostered support from teachers and peers.
- ✧ monthly PERMA Days enhanced positive emotions and peer relationships to sustain the momentum throughout the year. Free from tests and examinations, these days allowed students to rest and participate fully in game stalls, handicraft workshops, board games and informative displays during lunch time. These programmes build mental health awareness and a vibrant and supportive campus where students appreciate that they can recharge, connect and feel more motivated and positive after PERMA Days. Reflecting this positive atmosphere, 80.7% of parents in the SHS agreed that our school provides a caring and supportive environment for their daughters.
- ✧ a series of targeted mental health programmes was rolled out to support our students' emotional well-being. The "Meet the Social Worker" campaign was kicked off in mid-September 2025 to help students to ease back into the school routine. From October 2025 through February 2026, our "Lunchtime Mindful Oasis" booths provided a continuous space for campus-wide relaxation, while the "Heal My Heart" VR Nature Journey on 17 November 2025 gave students an immersive way to practise mindfulness and self-care, which many noted improved their focus and reduced anxiety. These efforts truly made an impact. A total of 90.43% of students shared in our year-end survey that these activities helped to improve their overall mental well-being. With an APASO score of 109 in positive affect, students demonstrated strong emotional well-being, frequently experiencing feelings of happiness and joy in their daily school life.

Healthy habits and lifestyles for lifelong wellness are encouraged.

On setting up a sports corner in the school to encourage students to engage in regular physical activities and promote healthy lifestyles,

- ✧ the GlowFit Corner was launched in the mini-hall in November 2026 to offer a bright, welcoming space for students and staff to stay active. Equipped with user-friendly gear like spin bikes and elliptical cross-trainers, the setup accommodates all fitness levels and makes fitting exercise into the daily routine easy and approachable. It was noted that more students and school staff alike make use of the equipment to exercise during their free time. Beyond boosting physical health and emotional well-being, this new corner has brought a fresh and vibrant energy to our campus.

On organising inclusive sports activities on Fun & Fit Friday that encourage participation from all students in order to foster a sports-friendly environment,

- ✧ the GlowFit Corner complements the school-wide Fun & Fit Friday programme, launched in October 2025 to promote active and healthy habits across our community. Students and staff wear sportswear on Fridays to participate in shared physical activities. The first Friday of each month serves as "Theme Sports Day", introducing diverse experiences ranging from rope-skipping competitions to emerging sports, such as pickleball and lion dance performances.

The response has been overwhelmingly positive. In the year-end survey, 97% of students agreed that these inclusive sports activities helped to foster a supportive and sports-friendly culture and inspired them to become more active. Students were frequently seen playing badminton and basketball during lunch, not just on Fridays. The Q-score for the self concept of physical activities in the APASO reached 104, reinforcing that students hold high self-esteem regarding their performance in physical activities.

On introducing nutrition education programmes that highlight the importance of healthy eating habits through lessons, talks and workshops,

- ✧ a series of nutrition workshops were organised throughout the year to promote healthy eating habits across Secondary 1 to Secondary 5. In November 2025, Secondary 3 students attended a dedicated food and nutrition talk and applied their knowledge by designing a healthy family menu for their Business Fundamentals project. All other levels participated in a talk on reading and applying food labels in February 2026. Students noted that they were better equipped to interpret nutritional information and make smarter daily food choices. These practical learning experiences resonated strongly with our students, with 84.97% of them in the year-end survey shared that these diverse nutrition programmes helped to deepen their understanding of healthy eating.

Empathy and unity among students to strengthen their sense of belonging to the school community, Hong Kong and our nation is fostered.

On strengthening students' sense of belonging within their groups through inter-class, inter-form and inter-house activities,

- ✧ a vibrant mix of these activities brought our students together and energised our school community throughout the academic year. Inter-class events, including the Rope Skipping Competition, the True Light Song Singing Competition and the Fashion Design Competition, gave classes a chance to showcase their talents and teamwork. Meanwhile, inter-house events like the basketball tournament, the Inter-House Quiz, the Secondary 2 cheering team performances and interactive game booths on School Information Day built healthy house rivalry and deepened team spirit.
- ✧ our True Light Bond, the sister-class programme, played a major role in building strong peer networks across different form levels. Secondary 1 and Secondary 4 students paired up for ice-breaking games, book-sharing sessions, mentor lunches and joint PE lessons to ease the transition into secondary school. For Secondary 2 and Secondary 5, older mentors guided Secondary 2 students through hands-on craft sessions, making pipe cleaner four-leaf clover key chains and mobile phone charms, as well as board games, and an educational outing to the Hong Kong Science Museum. Looking ahead to academic pathways, the Career Guidance Committee launched the Elective Subject Choice Consultation Programme, connecting S6 students with Secondary 3 peers for guidance on subject selection. Across all these pairings, both big and little sisters learnt from one another, fostering meaningful mutual growth. These shared experiences clearly left a lasting impression. In the year-end survey, 94.76% of students agreed that participating in these activities strengthened their overall sense of belonging. Our APASO results yielded a high Q-score of 115, demonstrating that our students possess a remarkably strong sense of belonging to the school.

On implementing the "Unlock your Dream in True Light" Project for Secondary 1 students to cultivate True Light values and foster personal growth,

- ✧ the Project helped Secondary 1 students to build a strong sense of belonging and connection to our school heritage. Featuring core experiences, such as the Inauguration Ceremony, team-building through True Light Decoding and a handicraft workshop, the programme gave S1 students a memorable first year to form lasting friendships. In their feedback, students shared that they felt much more familiar with True Light culture, empowering them to embrace core values and step confidently into their secondary school journey. This positive impact was reflected in the year-end survey, where 83.8% of S1 students agreed that the project deepened their understanding of our school's core values.

On organising talks and workshops aiming at building students' skills to foster positive relationships among them and create a supportive and inclusive atmosphere at school,

- ✧ various targeted sessions were held, such as Avoiding Dating Violence for Secondary 3 and Secondary 4 students and workshops of Getting along with Peers for Secondary 1, Compassionate Communication for Secondary 2 students, Thinking Traps for Secondary 4 students, were organised. A total of 90.2% of students agreed that these programmes boosted their confidence in building positive relationships and contributed to a more supportive school vibe. In the APASO, our school achieved a high Q-score of 115 in student peer relationships, confirming that strong interpersonal connections help to prevent feelings of loneliness among our students.

- ✧ a series of educational talks was organised throughout the academic year to enhance students' legal literacy and understanding of national development. This included a whole-school assembly on the Basic Law and National Security Law on 30 September 2025, followed by a dedicated National Security seminar for Secondary 1 and Secondary 2 students on 12 February 2026. Mr. Lai Tsun-tung, Member of the National Committee of the Chinese People's Political Consultative Conference, delivered an engaging presentation on 20 May 2026 on China's environmental protection efforts and renewable energy applications, offering students valuable perspectives on sustainable development.
- ✧ study tours were arranged throughout the year to deepen students' appreciation of national history, culture and socio-economic growth, with highlight including the Secondary 5 Nansha and Humen Mainland Study Tour and the Suzhou-Hangzhou Sister School Cultural and Technology Exchange Tour in March 2026, followed by a one-day cultural tour to Macau in May 2026.
- ✧ our students also actively participated in a range of territory-wide competitions, including the 4th National Knowledge Competition, the Legislative Council Online Quiz, the 2026 Constitution and Basic Law Inter-School Competition, the "Basic Law" and "One Country, Two Systems" Comic Design Competition, and the Legal Knowledge for All 3.0 Quiz and Slogan Creation Competition. Taking part in these events gave students a practical way to deepen their understanding of constitutional principles while nurturing a strong sense of civic responsibility and national identity.
- ✧ several major internal events were organised to foster cultural appreciation and campus unity closer to home. The True Light Moongazing Night brought together over 40 families to share mooncakes, solve traditional lantern riddles and learn Chinese knot weaving. Chinese Culture Week, themed "Women and Their Everyday Life in Imperial China", offered an array of immersive experiences in March 2026. Students enjoyed trying on Hanfu attire, joining handicraft workshops, visiting thematic game booths and taking in live performances by our Chinese Orchestra and Pipa Ensemble. Participants reflected that these activities made learning about history engaging and deepened their personal connection to their cultural roots. The APASO results demonstrated that our students possess an exceptionally strong sense of national identity, as reflected by a high Q-score of 116.

Students to serve others with kindness, love, and compassion is inspired.

On equipping students with both a service mindset and practical skills necessary for community engagement through talks and workshops,

- ✧ our school joined the "Stitching Love" programme, inviting social workers from the Hong Kong Young Women's Christian Association to lead a volunteer and life education workshop. Students learnt about families facing pregnancy loss and made angel garments, fostering empathy, community care and deep reflection on life's meaning and values.
- ✧ the Social Service Corps participated in Qilie Cakes Charity Sale for Haven Hope Elderly Services, organising sales both on campus and at a booth in Causeway Bay to support the elderly in November 2025. Our school also supported the Hong Kong Council of the Church of Christ in China by launching the "Charity Coupon Fundraising Campaign", raising funds for church and school construction as well as social service ministries in March 2026.
- ✧ our school also joined the "Jockey Club Together We Serve – Volunteer Promotion School Partnership Programme". As part of the initiative, all Secondary 3 students participated in three weekly workshops between January and February 2026. Through engaging videos and experiential activities, students learnt about and interacted with various communities, such as wheelchair users and individuals with visual impairments, gaining a deeper understanding of social inclusion while fostering empathy. Across all these programmes, students expressed in their feedback that participating in these varied programmes broadened their understanding of different societal needs and heightened their overall social awareness.

On arranging service-learning projects that empower students to make meaningful contributions to their community,

- ✧ our school took part in the Volunteer Leadership Programme under the “Jockey Club Together We Serve – Volunteer Promotion School Partnership Programme”, represented by five Social Service Corps committee members. After completing six workshops focused on design thinking to gain service design skills, the team began leading preparation work beginning in March 2026 to organise and launch a community service project during the 2026/2027 academic year.
 - ✧ the Secondary 4 Community Service Volunteer Programme nurtured empathy and leadership through ten hours of preparation focused on the hearing-impaired community. Following an introductory sign language workshop by the Hong Kong Association of the Deaf in November 2025, some Secondary 4 students spent the period from February to June 2026 designing service projects, culminating in July 2026 at the Hong Kong Society for the Deaf with a special performance signing a song for the service targets. The service targets were deeply touched by the students' dedicated efforts to perform the song for them. This was also a meaningful experience that broadened their societal awareness.
 - ✧ Demonstrating our ongoing commitment to community care, students initiated a “Chinese New Year Blessing Delivery” activity and visited the Jubilant Residential Care Home for the Elderly in MongKok on 11 March 2026. They engaged in warm conversations with residents and distributed festive gift packs. This outreach nurtured empathy and civic responsibility while sharpening students' interpersonal communication and event-planning skills.
- Speaking overall, 94.67% of students in the year-end survey agreed that they made meaningful contributions to community through service-learning projects.

Awareness among parents and teachers about students' holistic wellbeing is raised.

On (1) disseminating information and (2) organising talks and workshops for parents and teachers, equipping them with the necessary knowledge and skills to better support students' well-being,

- ✧ parents and teachers were strongly encouraged to explore the Student Mental Health Information Online website. Key resources offered include “Accompany You Along the Journey of DSE – Coping with Stress on DSE Results Day” and materials on the “4Rs Mental Health Charter – Resilience”, with direct links conveniently provided on the eClass platform and noted that these accessible tools greatly helped them to support students through emotional challenges.
 - ✧ the school conducted a series of parent workshops to support student well-being and strengthen home-school collaboration throughout the year. These sessions covered a wide range of topics, including career navigation and adolescent emotional needs at the “Walking Together — Supporting Your Daughter Through Challenging Times” workshop in December 2025, responsible AI use during the “Media and Information Literacy” seminar and perfectionism management at “Lovemeology: Self-Care Science” in May 2026. To assist new families, the Secondary 1 Orientation Parent Talk in July 2026 introduced transition strategies and SEN awareness.
 - ✧ interactive activities were held on Parents' Day, featuring a talk on parent-child communication alongside mini-hall game booths, providing a relaxed setting for parents and daughters to connect and converse open-heartedly. Parents also joined students and teachers in friendly rope-skipping and dodgeball competitions on Fun & Fit Friday, further enriching home-school engagement. Parents appreciated these activities as enjoyable opportunities to strengthen their bonds with their daughters and feel more deeply connected to the school.
- Feedback indicated that these comprehensive programmes successfully empowered families with practical parenting strategies, with 78.1% of parents in the SHS confirming that the school helped them to acquire the knowledge and skills needed to guide their daughters. Overall, this strong sense of partnership contributed to 90.7% of parents expressing satisfaction with their daughters studying at our school.
- ✧ a staff development session led by a clinical psychologist from the TWGHs Ho Yuk Ching Psychological Services Centre provided teachers with practical strategies to better understand students' emotional needs and mental states. Participating teachers noted that these practical strategies enhanced their empathy and ability to spot student distress early, with 90% finding the session highly insightful.

Reflection

- ✧ A wide range of programmes addressing the four domains of student well-being proved highly effective throughout the academic year. The integration of positive psychology strategies, highlighted by monthly PERMA Days and Mental Health Week, fostered growth mindsets, stress resilience and self-awareness across all levels. The GlowFit Corner and Fun & Fit Friday successfully cultivated a sports-friendly environment, with students agreeing that these activities encouraged regular exercise and physical well-being.
- ✧ Active participation in inter-class, inter-house and sister-class activities significantly enhanced school spirit, peer connections and heritage appreciation. Concurrently, the Secondary 1 Unlock Your Dream in True Light project provided incoming students with a strong foundation in True Light core values and traditions. Participation in Mainland study tours, Chinese Culture Week and associated learning experiences also strengthened students' national identity, enhanced their constitutional literacy and fostered a profound appreciation for Chinese culture and heritage.
- ✧ To enhance the effectiveness of the Secondary 4 service-learning project, some students received sign language training prior to planning their outreach for the individuals with hearing impairments. This foundational preparation enabled students to develop a nuanced understanding of specific community needs, cultivating greater social awareness and inclusivity.

Feedback and Follow-up

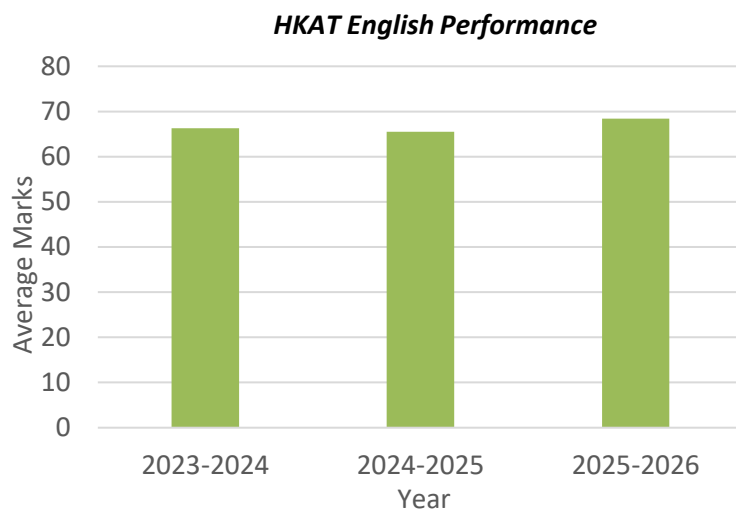
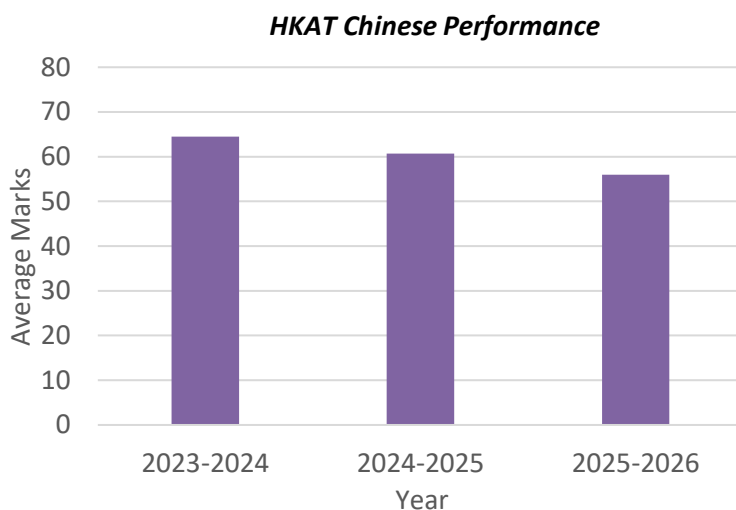
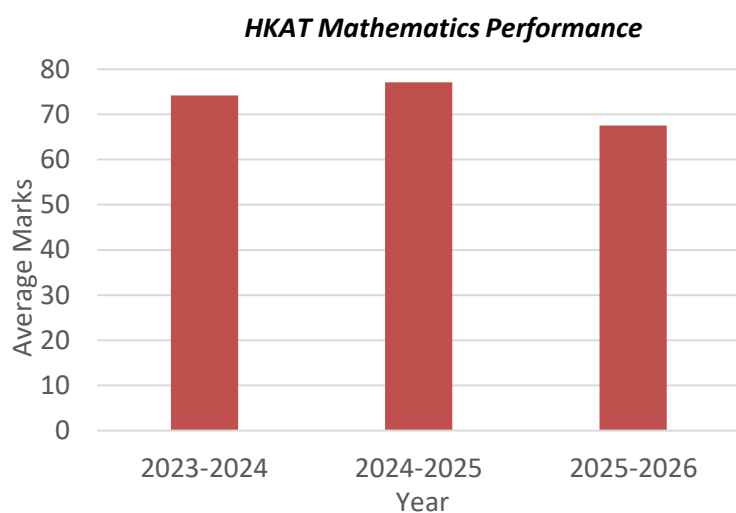
- ✧ Our school will continue its monthly PERMA Days and Mental Health Week programme. To further enhance positive psychology strategies, additional growth mindset programmes will be incorporated into Class Teacher Periods and organised through the Learning Support Committee. Following the success of the GlowFit Corner and Fun & Fit Friday, additional emerging sports will be featured during sports theme days. Pickleball taster sessions will be launched next year.
- ✧ Through interdisciplinary collaboration, our school will further integrate national security education while expanding Mainland study tour opportunities to broaden students' national perspectives and foster a deeper understanding of its ongoing developments.
- ✧ To support families, our school will maintain its structured parent education programmes, incorporating timely topics such as adolescent mental health and AI literacy. For incoming Secondary 1 parents, dedicated workshops will be provided to assist them in navigating this new phase and supporting their daughters during the primary-to-secondary transition.

3. Student Performance

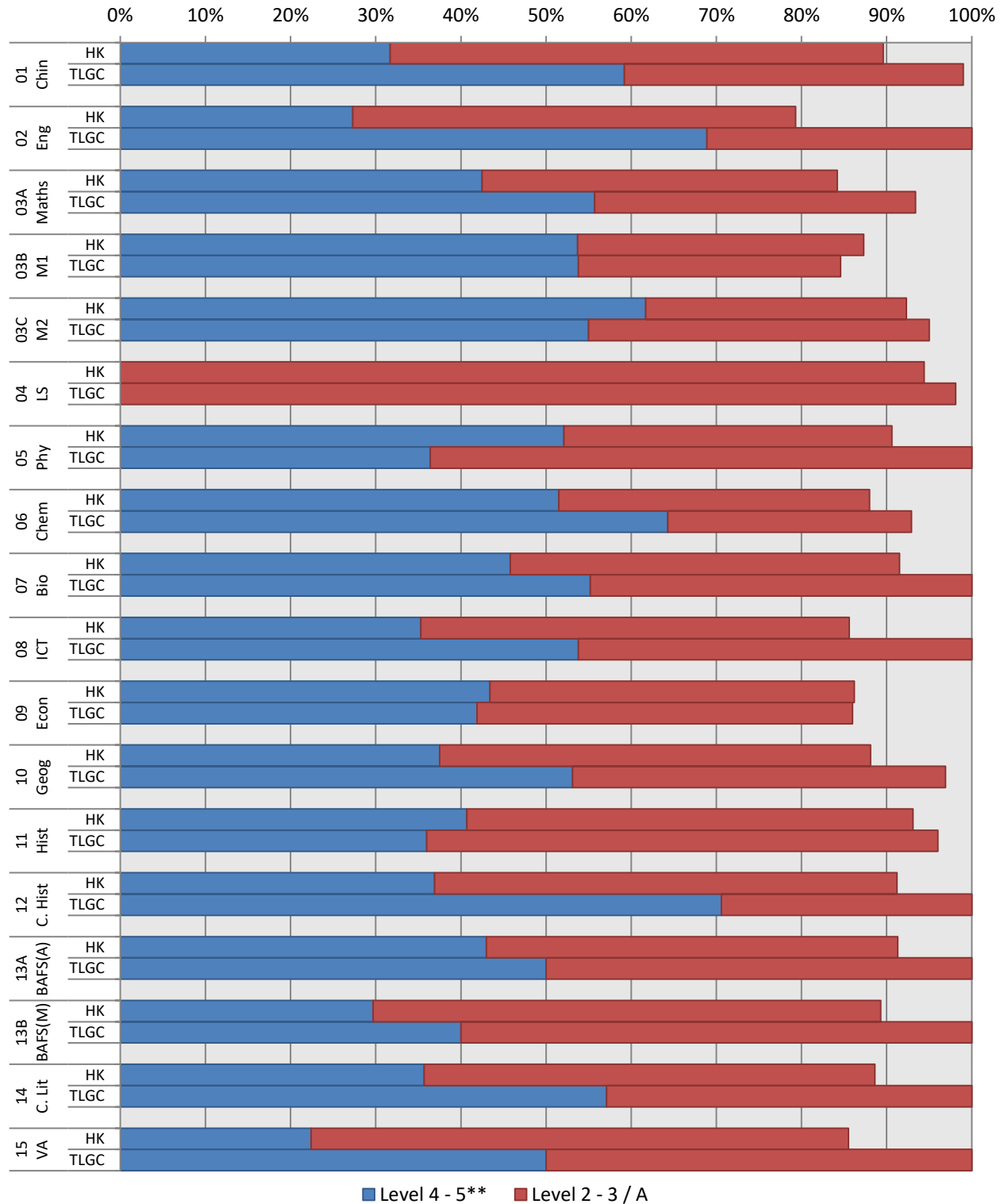
3.1 *Brief account of students' attitude and behaviour*

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 2026



HKDSE Result in 2026

	TLGC	HK
Percentage of Level 5 or above	21.2%	15.0%
Percentage of Level 4 or above	56.2%	36.9%
Percentage of students attained Chin-3, Eng-3, Maths-2, CDS-A or above	86.0%	36.8%

JUPAS Result in 2026

Percentage of students with offer:	74.0% (78 students)
Percentage of students enrolled in tertiary education through JUPAS or other means:	90.5% (95 students)

3.4 Achievements and Awards

1.1.1 English Language

77th Hong Kong Schools Speech Festival		
Solo Verse Speaking		
Champion	Chan Cham Lam (3A)	
1st Runner-up	Watagedara Hewagambuge Rumethya MS (1C) Shrestha Riya (4D)	Leung Wing Sum (3A)
2nd Runner-up	Lam Hei Shun (2A)	Leung Ka Yan (2C)
Dramatic Duologue		
2nd Runner-up	Lau Yan Sin Isabel (3A) & Liang Man Ching (3C)	
Hong Kong School Drama Festival 2026		
Commendable Overall	Cheng On Kiu (1A)	Cheung Siu Yau (1A)
Performance &	Chung Wai Nga (1A)	Lam Hei Man (1A)
Outstanding Cooperation	Tang Ping Ping (1A)	Chu Tsz Yan (1B)
	Wong Sarah (1B)	Choy Man Yan Kayley (1C)
	Kwan Yik Lam (1C)	Watagedara Hewagambuge Rumethya MS (1C)
	Chan Yuet Tung (1D)	Sirkina Zlata (1D)
	Yeung Wing Yi (1D)	Chan Sze Kiu (2A)
	Eto Kc Michiko (2A)	Leung Ka Nam (2A)
	Yeung Nga Sze (2A)	Yew Ya Wen (2A)
	Yan Kicky (2C)	Yip Wai Lam (2D)
	Chan Cham Lam (3A)	Lau Yan Sin Isabel (3A)
	Rai Meriel (3A)	Wong Bin (3A)
	Gurung Jenisha (3B)	Pun Sohana (3B)
	Rai Eva (3B)	Ukaye Iqra Faisal Iqbal (3C)
	Cheng Yu Yin (4A)	Chan Yan Tung (4C)
	Faizan Eshal (4C)	Hung Ching Tin Tinly (4C)
	Batool Anisa (5B)	Cheung Tsun Yee Denise (5B)
	Tajudeen Thawseefa (5B)	Wong Lai Heun Mya (5B)
Outstanding Performer	Watagedara Hewagambuge Rumethya MS (1C) Pun Sohana (3B)	Wong Bin (3A) Faizan Eshal (4C)
Outstanding Stage Effects	Cheng On Kiu (1A) Chung Wai Nga (1A) Chu Tsz Yan (1B) Kwan Yik Lam (1C) Leung Ka Nam (2A) Yew Ya Wen (2A) Gurung Jenisha (3B)	Cheung Siu Yau (1A) Lam Hei Man (1A) Choy Man Yan Kayley (1C) Chan Yuet Tung (1D) Yeung Nga Sze (2A) Yan Kicky (2C) Rai Eva (3B)
The Animal Photopoetry Creative Challenge 2026		
Chan Long Yee (3A)	Fong Shui Ki (4B)	



1.1.2 Chinese Language

第 77 屆香港學校中文朗誦節				
粵語詩詞獨誦				
冠軍	曾驪心 (1C)			
季軍	危麗穎 (1A)	林泳妍 (2A)	徐卓蕎 (2A)	李清嵐 (3A)
	譚禎懿 (4B)			
粵語散文獨誦				
冠軍	曾驪心 (1C)			
2025-2026 中國中學生作文大賽 (香港賽區)				
初中組銀獎及全國三等獎	謝斯然 (2C)	邵浩茵 (3C)		
2025-2026 年全國青少年語文知識大賽「菁英盃」現場作文比賽				
初賽三等獎及總決賽二等獎	葉佩澄 (2D)			
香港城市大學「尋城記」故事導賞徵文比賽				
入圍獎及最積極參與學校獎	何品茹 (2A)	郭曦妤 (2A)	沈雅妍 (2B)	謝斯然 (2C)
	黃海淇 (2D)	梁雯靜 (3C)	馮靖彥 (4B)	劉穎怡 (5C)
	梁澤欣 (5C)			

1.1.3 Mathematics

第三屆 AI 奧數(數霸盃)世界公開賽				
銅獎	李梓菁 (1B)	張珈敏 (1C)	馮子晴 (2D)	
2026 亞洲國際數學奧林匹克公開賽晉級賽				
銅獎	林浹雯 (1A)			
「華夏盃®」全國數學奧林匹克邀請賽 2026				
(香港賽區)初賽				
二等獎	姚嘉慧 (1A)	王悅祈 (1B)		
三等獎	劉雅儀 (3C)			
(華南賽區)晉級賽及全國總決賽				
三等獎	姚嘉慧 (1A)			
2026 港澳數學奧林匹克公開賽《港澳盃 HKMO OPEN》				
(香港賽區)初賽				
銀獎	周昭汶 (2A)	譚奕煊 (2A)	符芳瑜 (3A)	劉品禧 (3A)
	呂澤昕 (3A)	張芷瑩 (3D)		
銅獎	關羽翹 (1A)	林浹雯 (1A)	張珈敏 (1C)	鍾熙雅 (1D)
	劉思彤 (1D)	何品茹 (2A)	吳相相 (2A)	



True Light Girls' College
School Report (SR) 2025-2026

粵港澳大灣區數學競賽選拔賽 2026 (香港賽區)				
二等獎	姚嘉慧 (1A) 譚禎懿 (4B)	周昭汶 (2A)	何品茹 (2A)	鍾美思 (4B)
三等獎	羅沅濂 (1A) 梁絲淳 (1B) 譚奕煊 (2A)	鄧冰冰 (1A) 謝新穎 (1B) 方舜淇 (4B)	姚嘉慧 (1A) 黃思穎 (1D) 郭子僊 (4B)	陳家寶 (1B) 周昭汶 (2A)

泰國國際數學競賽初賽 2025-2026				
(香港賽區)初賽				
金獎	呂澤昕 (3A)			
銀獎	姚嘉慧 (1A) 符芳瑜 (3A)	周昭汶 (2A) 劉品禧 (3A)	何品茹 (2A) 曾思雅 (3B)	謝斯然 (2C) 郭子僊 (4B)
銅獎	王悅祈 (1B) 劉雅儀 (3C)	謝新穎 (1B) 周凱盈 (4B)	鍾熙雅 (1D) 屠恒童 (4D)	鄧芷瓏 (2A) Gurung Esme (4D)
(華南賽區)晉級賽及全國總決賽				
銅獎	姚嘉慧 (1A)			
優異獎	王悅祈 (1B)			

2026 香港數學袋鼠競賽				
精英獎	姚嘉慧 (1A)	方蕊 (2A)	錢海淳 (3A)	岑悅澄 (5A)
優異獎	譚奕煊 (2A) 吳心瑤 (3A) 杜栩浠 (3C) 林紫祺 (5B) 呂卓妍 (5D)	徐卓蕎 (2A) 袁靖瑤 (3A) 鄭宇言 (4A) 周文曦 (5C) 成書霖 (5D)	鍾穎森 (3A) 曾思雅 (3B) 賴寶文 (5A) 何芍潼 (5C) 謝芷臻 (5D)	符芳瑜 (3A) 鄭泳桐 (3C) 姚芝棋 (5A) 何睿津 (5D)
中華基督教會盃銀獎	劉姿婷 (1C)	洪善盈 (2A)	梁詩穎 (3D)	莊穎心 (5A)
中華基督教會盃銅獎	陳靖忻 (1C) 周凱盈 (4B)	李妍言 (2A) 李欣璇 (5A)	呂澤昕 (3A) 黃恩雅 (5C)	林慧晶 (4A)

初中國民教育(數學科)大比拼 2026				
銀獎	林浠雯 (1A)	李梓菁 (1B)	張珈敏 (1C)	鍾熙雅 (1D)
銅獎	陳碧翹 (1D)			

數學思維大激鬥 2026				
銅獎	謝新穎 (1B) 劉品禧 (3A)	何品茹 (2A) 張芷瑩 (3D)	謝斯然 (2C) 鄒秀文 (4D)	錢海淳 (3A) 黃靄嵐 (4D)
團體優異獎	何品茹 (2A) 張芷瑩 (3D)	謝斯然 (2C)	錢海淳 (3A)	劉品禧 (3A)

區會聯校魔力橋(Rummikub)比賽 2025-2026				
個人獎一等獎	陳傳愛 (4C)			
個人獎三等獎	陳建頤 (5B)			



1.1.4 STEAM Education

e-STEAM@ Home Award Scheme 2025				
Platinum Award	Chow Hoi Ying (4B)	Fong Shun Ki (4B)		
Silver Award	Fung Ching Yin (4B)	Tsang Shuk Man (6D)		
Bronze Award	Ng Man Wai (6D)			
HKU Science Communication Contest 2025: Everyday Science Hackathon				
Bronze Prize &	Lai Chung Yan Katie (5C)	Wong Sze Nga (5C)		
The People's Choice Award	Chui Tsz Ning (5D)	Ho Yui Chun (5D)		
Shaping Our City Tomorrow Competition				
Honourable Mention Award	Wong Bin (3A)			
「健康人生不毒行」生成式人工智能海報設計比賽 (2025/26)				
優異獎	林素然 (3A)			
第 4 屆科夢盃全港中小學生科學海報大賽				
亞軍	馮昭琳 (3C)	劉雅儀 (3C)		
季軍	周昭汶 (2A)	何品茹 (2A)	陳思翹 (2A)	魏穎晞 (2A)
	尤雅文 (2A)	袁曉澄 (2A)		
最具科學性獎、最佳技巧及表達獎	郭曦婷 (2A)	林泳妍 (2A)	鄧芷瓏 (2A)	
最具實用性獎	陳栢慧 (2A)	洪善盈 (2A)	吳相相 (2A)	譚奕煊 (2A)
	楊雅詩 (2A)			
化學品安全社交媒體帖文創作比賽 2025-2026				
Certificate of Achievement	Lam Yee Wai (5A)	Chui Tsz Ning (5D)		
Analytical Chemistry Challenge for Secondary Students (2025/26)				
Honourable Mention Award	Wong Bin (3A)			
The 3rd Global Marty Challenge				
Best Programming Award	Chow Wing Sum (3A)	Lau Yan Sin Isabel (3A)		
	Kwong Yuet Wa (3B)			
Choreography Excellence Award	Liao Kai Man Mimi (1A)	Luo Yuen Wai Kristy (1A)		
	Ngai Lai Wing (1A)	Pang Tsz Wai (1A)		
	Tsang Yi Ting (1A)	Yao Ka Wai (1A)		
	Yeung Zi Yu Sophie (1A)	Zheng Huen (1A)		
Alipay HK Secondary School Student UI Design Competition				
Top 15 in HK	Fong Shun Ki (4B)	Tse Tsz Chun (5D)		
生成式 AI 藝術創作大賽《點語成丹青》				
高中圖像組	銀獎-卓靜瑤 (4A)	銅獎-李艷婷 (5D)	優異獎-成書霖 (5D)	
高中影片組	銀獎-方舜淇 (4B)			



1.1.5 Music

香港校際合唱節 HKICF 2026 比賽暨大師班

高級合唱團：中學組合唱金獎

初級合唱團：中學組合唱銀獎

高級合唱小組：中學組混聲合唱金獎 (與喇沙書院合作)

最具潛質學生伴奏獎：丁心悅 (5A)

第 78 屆香港校際音樂節

合唱團

外文歌曲女子第二組別初級組：銅獎

外文歌曲女子第二組別高級組：銀獎

外文歌曲混聲第二組別：第三名，金獎 (與喇沙書院合作)

外文歌曲混聲第二組別(鋼琴伴奏)：銅獎 (與聖若瑟書院合作)

樂器

高音直笛獨奏：亞軍，銀獎 陳家榆 (1A)

高級組箏獨奏：亞軍，金獎 劉品禧 (3A)

琵琶小組演奏：銀獎

聯校音樂大賽

金獎：合唱團 (高級組)、琵琶合奏、弦樂合奏

銀獎：合唱團 (初級組)、敲擊樂合奏、牧笛合奏、木管合奏、中樂小組合奏

第十三屆上海國際表演藝術節

特等金獎：合唱 (公開組)

鋼琴獨奏(公開青年組)：第二名 丁心悅 (5A)

最佳伴奏獎 丁心悅 (5A)、劉雅儀 (3C)

2026 亞洲音樂家大賽

金獎：管弦樂團



1.1.6 Visual Arts

International Children's Painting Competition 'Mille Couleurs'		
Laureate 1 Prix	Chan Shun Almira (5B)	
Creative Golden Marker Certificate of Art: Korea Art Exchange Scholarship Scheme		
Grand Prix Winner	Chan Shun Almira (5B)	
Picasso International Youth Art Competition		
Gold Award	Leung Lok Yin (5C)	
Loving Mother Painting Competition		
2nd Runner-up	Fung Hong Kiu (6D)	
海洋動物巡禮 藝術比賽・繪畫 2026		
冠軍	葉佩澄 (3D)	
Happy Moments 繪畫比賽 2025		
高中組冠軍	梁樂妍 (5C)	
『細看多元社區・共建和諧香港』香港中小學生海報設計比賽 2025		
中學組亞軍	李清嵐 (3A)	
中學組優異獎	梁樂妍 (5C)	
「理想東涌」繪畫比賽 2025		
季軍	葉佩澄 (3D)	
第 2 屆全港青少年兒童守護海洋繪畫比賽 2025		
冠軍	葉佩澄 (3D)	
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-朱樂妍 (1A)	優異獎-董心悅 (3A)
公開組	季軍-劉恩善 (3A)	優異獎-鍾曉彤 (6C)



1.1.7 Physical Education

62nd School Dance Festival

Highly Commended Award in Western Dance (Group)

Inter-school Table Tennis Competition 2025-2026 [Division Two]

Girls Grade A: 3rd Runner-up

Girls Grade B: 2nd Runner-up

Girls Overall Results: 2nd Runner-up

Inter-school Badminton Competition 2025-2026 [Division Two]

Girls Grade B: Champion

Inter-school Basketball Competition 2025-2026 [Division Three (Kowloon Two)]

Girls Grade C: 2nd Runner-up

Inter-school Cross Country Competition 2025-2026 [Division Three (Area Two)]

Girls Grade A: Champion

Girls Grade B: 3rd Runner-up

Girls Grade C: 3rd Runner-up

Girls Grade: 1st Runner-up

Girls A Grade Individual: 4th Place

Lei Wing Kiu (5A)

Girls A Grade Individual: 8th Place

Xing Jiayun (5B)

Girls B Grade Individual: 9th Place

Leung Ashley Yu Chi (3B)

Inter-school Swimming Competition 2025-2026 [Division Two]

Girls B Grade 100m Backstroke: 1st Runner-up Tang Lok Yan (3D)

AS Watson Group 185th Anniversary HK Outstanding Student Sports Awards

Certificate of Award

Lei Wing Kiu (5A)

The BOCHK Rising Star Athlete Award

C Grade Awardee

Tang Lok Yan (3D)



The BOCHK Bauhinia Cup

Progressing School (Girls' School): 3rd Runner-up Tang Lok Yan (3D)

Kangaroo Cup Dance Competition 2025-2026

Lyrical Solo (17 & Under): Gold-Ranking 1 Choi On Kiu (3B)

第二十屆亞洲輪滑(速度輪滑)錦標賽

3000 米接力速度賽-第六名 胡凱琳 (3B)

2025 年全國輪滑(速度輪滑)

錦標賽

青年女子乙組 200 米追逐賽-第八名 胡凱琳 (3B)

公開賽總決賽

200 米追逐賽青年女子乙組-第二名 胡凱琳 (3B)

500 米+D 爭先賽青年女子乙組-第二名 胡凱琳 (3B)

1000 米爭先賽青年女子乙組-第二名 胡凱琳 (3B)

公開賽 (天津北辰站)

500 米+D 爭先決賽女子乙組-第一名 胡凱琳 (3B)

1000 米爭先決賽女子乙組-第一名 胡凱琳 (3B)

1000 米淘汰決賽女子乙組-第一名 胡凱琳 (3B)

5000 米積分決賽女子乙組-第一名 胡凱琳 (3B)

香港速度滾軸溜冰錦標賽

女子第十三組(15-18 歲)

250 米對跑計時-亞軍 胡凱琳 (3B)

5000 米積分賽-亞軍 胡凱琳 (3B)

第八屆全港學界跳繩比賽

30 秒前繩 女子初級組

第一名-鍾宛廷 (2B) 第二名-林穎雯 (3D) 第三名-馬嘉寶 (2B) 第四名-岳晞雅 (2D)

30 秒前繩 女子高級組

第二名-林嘉穎 (4B) 第三名-黃靖淇 (5D)

45 秒花式 女子初級組

第一名-鍾宛廷 (2B) 第二名-馬嘉寶 (2B)

4x30 秒混合速度接力賽-九龍西中學女子組-亞軍

林嘉穎 (4B) 黃靖淇 (5D)

1 分鐘大繩 8 字走位速度賽-九龍西中學女子組-亞軍

鍾宛廷 (2B) 馬嘉寶 (2B) 林穎雯 (3D)



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全能跳繩挑戰賽			
女子中學組五至六年級			
30 秒開交叉跳--殿軍	林嘉穎(4B)		
女子中學組一至二年級			
30 秒單車步-季軍	鍾宛廷 (2B)	30 秒二重跳-季軍	鍾宛廷 (2B)
30 秒開交叉跳-亞軍	鍾宛廷 (2B)	45 秒花式套路-季軍	鍾宛廷 (2B)
女子中學組			
女子 45 秒 8 字大繩-第二名	林浠雯 (1A)	鍾宛廷 (2B)	馬嘉寶 (2B)
	岳晞雅 (2D)	黃可蕎 (2D)	林穎雯 (3D)
	林嘉穎 (4B)	黃靖淇 (5D)	
挑戰組			
30 秒開交叉跳-亞軍	鍾宛廷 (2B)	30 秒二重跳-季軍	鍾宛廷 (2B)
2026 Korea Open Championship & Invitational			
Single Speed Sprint 12-15 (Female): Gold Award		Chung Uen Ting (2B)	
Single Rope Speed Endurance: Bronze Award		Chung Uen Ting (2B)	
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	胡凱琳 (3B)		
雙打			
亞軍	董心悅 (3A)	袁靖瑤 (3A)	
中華基督教會香港區會中學校際乒乓球球錦標賽			
單打			
亞軍	鍾焯淋 (2B)		
雙打			
冠軍	陳栢慧 (2A)	鍾焯淋 (2B)	
中華基督教會香港區會中學校際三人籃球錦標賽			
季軍	蔡卓琪 (4C)	李詠翹 (5A)	吳卓錡 (5B) 吳忻穎 (5B)
	林靖潼 (5D)		



1.1.8 Uniform Teams

香港交通安全隊

交通安全隊周年檢閱禮步操 2025-2026

西九龍總區冠軍

全港亞軍

中學組

最傑出隊員 2025-2026 吳芷清 (4C)

總監特別嘉許獎狀 (學校隊伍) 甘婧 (4C)

女童軍

交通安全隊周年檢閱禮步操 2025-2026

紫燕榮譽女童軍獎章 梁澤欣 (5C)

少年警訊

「少訊活動由你話事」活動推行獎

亞軍 李欣璇 (5A) 張雅琳 (5A) 王嘉盈 (5C)

葛量洪青少年制服團隊

傑出服務獎 2025-2026 甘婧 (4C)



1.1.9 Entrepreneurial spirit

Millennium Entrepreneurship Programme

8th Runner-up & Outstanding Proposal	So Wing Sze (4A)	Fong Shun Ki (4B)
	Kam Charlotte (4C)	Chow Sau Man (4D)
	Gurung Esme (4D)	Syed Nasrullah Nuha Fathima (4D)

HSBC x JA 青年創業體驗計劃「創意市集」

最佳商品獎 – 季軍



1.1.10 Others

公民與社會發展科運用思考工具海報設計		
傑出作品獎	楊可瑩 (5A)	鄧皓晴 (5C) 謝芷臻 (5D)
《NStory 國安知多啲》短視頻創作比賽		
亞軍	劉穎怡 (5C)	石益菲 (5C)
季軍	謝芷臻 (5D)	董潔瑩 (5D)
9th Secondary School Peer Mediation Competition 2026		
1st Runner-up	So Wing Sze (4A)	Chung Mei Sze (4B)
	Tang Ho Ching (5C)	Ho Yui Chun (5D)
HKBU Model United Nations 2026		
Best Delegation	Fong Shun Ki (4B)	Gurung Esme (4D)
Verbal Commendation	Fong Shun Ki (4B)	Ng Ching Yin (4C)
Most Improved Award	Fung Ching Yin (4B)	Ng Ching Yin (4C)
The 2026 Secondary School Model UNESCO International Conference on the ethics of neurotechnology (Hong Kong-GBA conference)		
Best Speaker	Ho Yui Chun (5D)	
Kowloon Region Outstanding Students' Award		
Distinguished Students' Award	Fong Shun Ki (4B)	
Future Leaders Outstanding Award		
Awardee	Fong Shun Ki (4B)	
Kiwanis Community Services Award 2026		
Awardee	Lam Wai Ching (4A)	Tang Ho Ching (5C)
Home Affairs Department Harmony Scholarship		
Awardee	Ahmed Mohiadeen Katheeja Afifa (4C)	Gurung Esme (4D)
	Batool Anisa (5B)	Kuan Alyssa Mae Abracia (5B)
	Syed Laiba Ashfaq (5B)	Tajudeen Thawseefa (5B)

