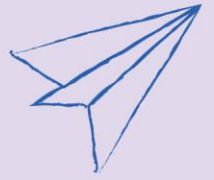




Kowloon True Light School



School Report

2024-2025



Kowloon True Light School

2024-2025 School Report

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1. OUR SCHOOL

1.1 School Brief History, Motto, Vision and Mission

History

Ms. Harriet Noyes, the founder of our school, was a missionary from America. She established the **True Light Seminary** in Guangzhou in 1872. Upholding the Christian spirit of love, kindness and persistence, Ms. Noyes was the first person to provide education and ministry to women in South China. In 1949, Principal Ma Yi Ying relocated the school to Hong Kong and renamed it "Kowloon True Light Middle School". The school continues her vision for women's education – to promote Chinese culture and cultivate all-round Christian values for girls and women through education.

Motto

"Thou Art the Light of the World." (Live like Jesus Christ, love others and glorify God.)

Vision

A Christian school where girls blossom into people of goodness, righteousness, and excellence with an unswerving quest for the truth.

Mission

Following the footsteps of countless, dedicated True Light pioneers and partakers, we are on the mission to inspire our female generations to unrelentingly pursue knowledge, unreservedly develop their talents and leadership, unswervingly uphold biblical values and unconditionally render service to the needy, in particular to the people of our homeland.

Theme of the Year 2024-25

“Sprouting new thoughts, Soaring to new heights.”

1.2 Incorporated Management Committee

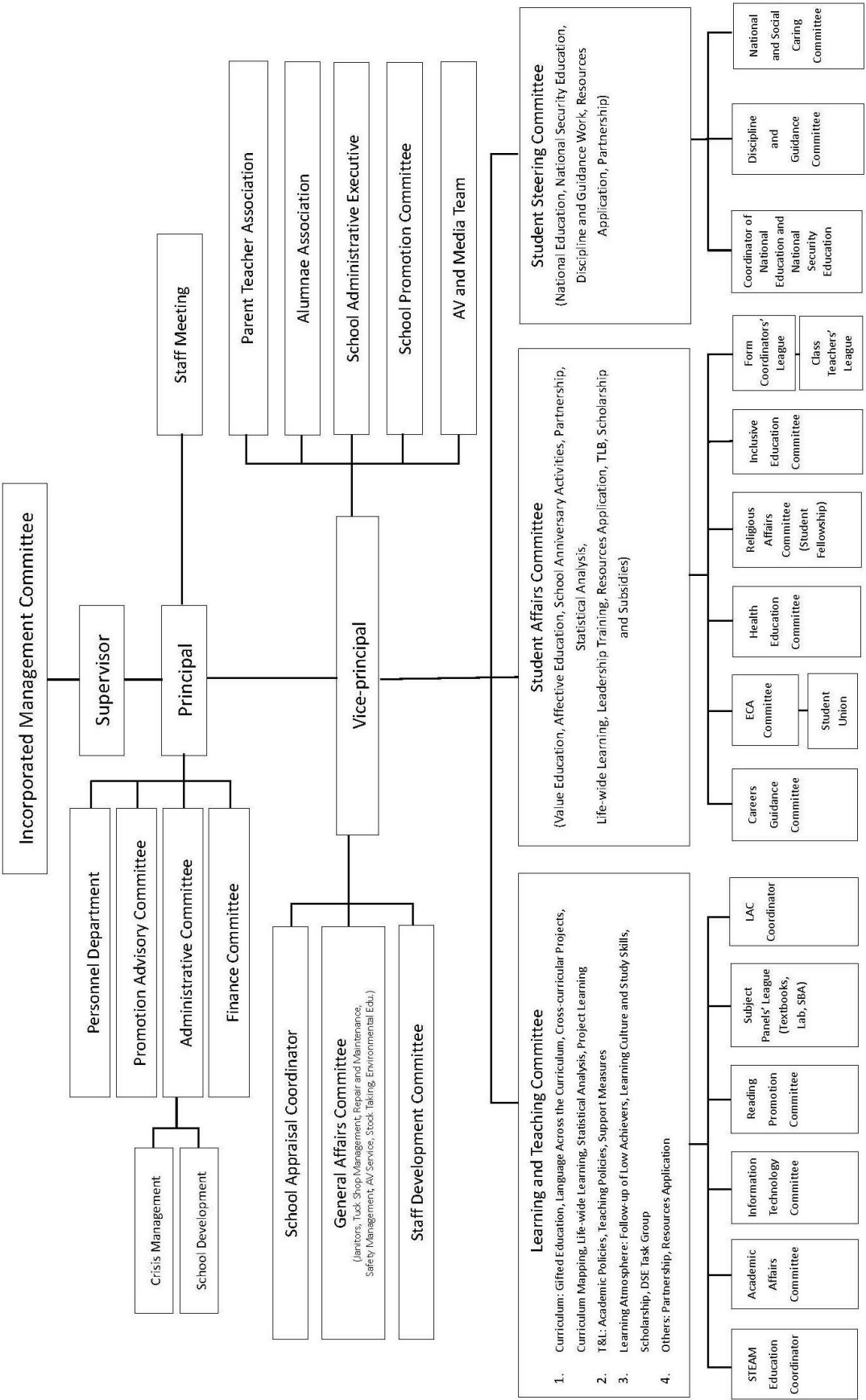
The Incorporated Management Committee (IMC) was set up in September 2017.

The composition of the IMC	Number of Representatives of Managers
Sponsoring Body Manager	12
Sponsoring Body Alternate Manager	1
Principal Ex-officio Manager	1
Teacher Manager	1
Teacher Alternate Manager	1
Parent Manager	1
Parent Alternate Manager	1
Alumni Manager	1
Independent Manager	4



1.3 School Organization Structure 2024-2025

Kowloon True Light School
School Organizational Chart (2024-25)



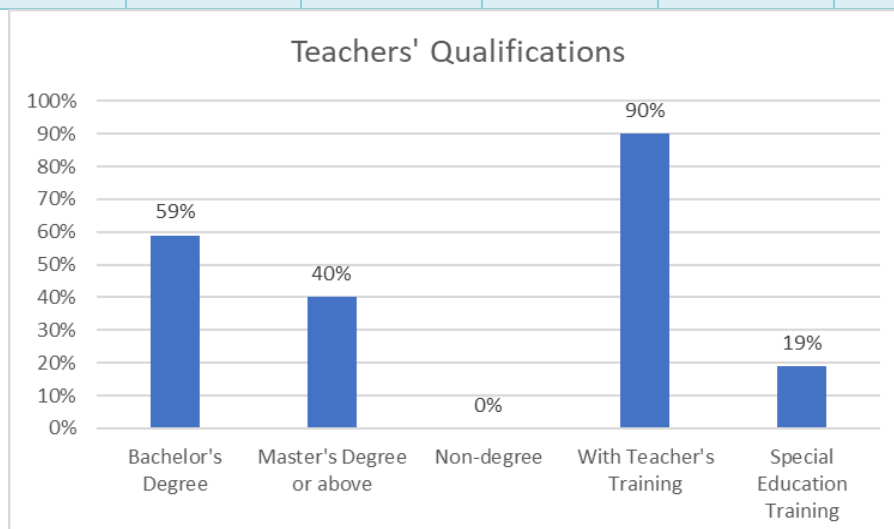
1.4 Staff Profile

- Number of staff

Post	No.
Teaching Staff (including the principal)	58
Clerical Staff	8
Teaching Assistant	2
Laboratory Technician	2
IT Assistant	1
School Social Worker	3
Educational Psychologist	1
Janitor	9

- Teachers' qualifications

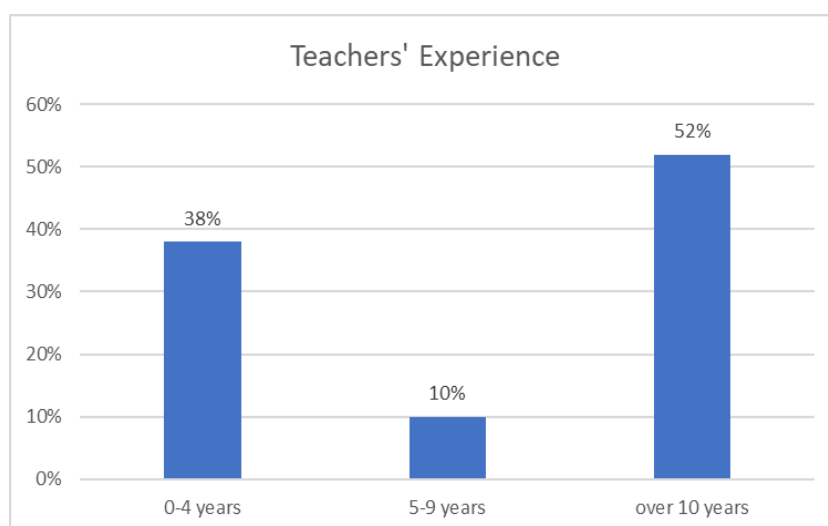
Qualifications	Bachelor's Degree	Master's Degree or above	Non-degree	With Teacher's Training	With Special Education Training
Percentage	59%	40%	0%	90%	19%



- Teachers' experience

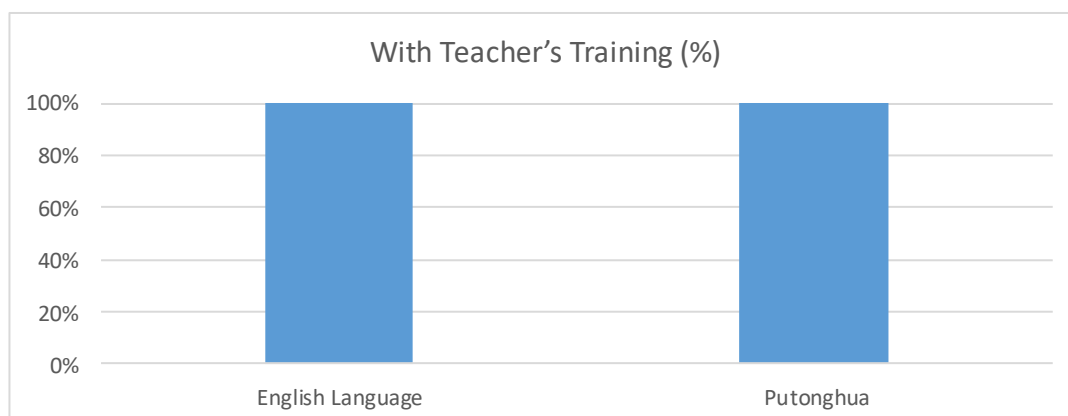
Teaching Experience	0-4 years	5-9 years	over 10 years
Number	22	6	30
Percentage	38%	10%	52%





● **Teachers attaining the Language Proficiency Requirements**

Subject	With Teacher's Training (%)
English Language	100%
Putonghua	100%



1.5 Professional Development of Teachers

Continuing Professional Development (CPD) hours of teachers	
Total CPD hours of teachers	2231 hrs
Average CPD hours of teachers	46.5 hrs

Staff Development Programmes 2024-25

- There are six main categories of staff development programmes at KTL: 'Staff Personal Growth', 'Team Building', 'Learning and Teaching', 'Student Support', 'External Relationships', and 'Leadership and Management'.
- The focus of the teaching policy for 2024-25 is to nurture students to become pragmatic and inquisitive learners.
- Other optional development focuses include: (1) Mini-lesson study; (2) Classroom assessment; (3) Quality feedback; (4) Cooperative/collaborative learning, student participation, and/or modes of interaction; (5) Self-directed learning strategies; (6) Reflective learner and metacognition; (7) Catering for learner diversity.

Main Category	Programme	Remarks
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Staff Personal Growth	Staff retreat On August 21, a Professional Development Day was conducted, featuring a mental health workshop by Dr. Yuen Sau-long from the Hong Kong Mental Health Association. An introduction to the school-based AI platform by the Asian Artificial Intelligence Alliance and a sharing session by Professor Lam Tak-fu from the City University of Hong Kong on "Fostering Growth Mindset through Positive Leadership." was conducted.	Related to Major Concern 1-3.
	New Staff Induction Programme and Mentorship Scheme Experienced teachers, e.g. Ms. LAW Chor Wan, Ms. LEUNG Ching Wan, Mr. NG King Fai, Ms. HO Ka Wai, Mr. CHAN Kwan Wai, served as mentors for new teachers. In collaboration with the Religious Affairs Committee, lunch gatherings were organized to provide our new teachers with spiritual support and pastoral care.	*Gatherings were arranged regularly over the year.
	Individual Meeting with the Principal The opinions collected will be used for future planning and refinement of school policies. Principal's meeting with senior and middle managers Meetings were organized regularly to discuss topics related to school administration. Senior and middle managers gained more experience in decision-making processes.	Principal, VPs, and Panels concerned were involved.
Assignment Inspection and Written/Oral Feedback	Teachers were appraised in terms of teaching, marking and learning material design qualities.	Related to Major Concern 1, 2
	Professional Learning Community (PLC) Regular professional learning sessions were conducted for each subject/key learning area to discuss issues concerning the developmental needs of panels, with one session chaired by the subject panel heads. Elements of higher-order thinking were integrated into the professional learning sessions for different subjects. Lesson observations and post-observation conferences for teachers were conducted. Extended support for teachers, based on lesson observations from October to December, was provided by mentors and the school management team to identify strengths and weaknesses at an early stage.	Related to Major Concern 1 Principal, VPs and Panels concerned were involved.
	The PE Department joined the EACT Jockey Club Active School Scheme. The Biology Department established a school-based curriculum with DreamTec. The BAFS Department collaborate with The City University of Hong Kong in the Biz@True Light Entrepreneurship Programme. The Economics Department collaborated with Project M2. True Light Bearer partnered with the KJC Centre for Suicide Research and Prevention at HKU to optimize the curriculum and strengthen outreach.	Related to Major Concern 1-3
External Collaboration		



Leadership and Management	Teachers of Chinese, English, STEM, and History subjects shared creative problem-solving strategies with colleagues, while the Learning and Teaching Committee also discussed strategies for utilizing online question-based learning platforms. Additionally, they highlighted how the Diagnostic Feedback System of Online Question Bank can enhance the effectiveness of learning and teaching. Our Chinese Department was invited by the EDB to join the Gifted Education School Network and conducted a sharing session on effective strategies for cultivating Chinese culture in schools. Our English Department was invited as the speaker for a sharing session with teachers from Ju Ching Chu Secondary School during their Joint School Staff Development Day. The session focused on the topic "English Language in Context: A Journey of Continuous Improvement." Additionally, we shared insights with YWCA Hioe Tjo Yoeng College about our values education project, "JICS: Values, We Value." For the Mathematics Department, the panel hosted a project named "Promotion of STEM Education by Infusing Mathematical Modelling into Secondary Mathematics" for Quantitative Education Fund. KTLS acted as core school and assisted three participating schools to develop Mathematic Modeling in their schools. A sharing session was hosted in KTLS to share the achievement and development to all schools. Two modeling activities involving IT tools were conducted in S3 and S5 as part of the QTN project. For the PSHE departments, there were various sharing activities. The panel chairperson of the Geography Department served as a guest speaker on differentiated instruction, school-based curriculum design, curriculum evaluation and assessment practiced in Geography education in educational courses of various years in The Chinese University of Hong Kong. The panel chairperson of the Chinese History Department joined the Inter-school Chinese History Learning Circle organized by Hong Kong History and Culture Education Society.	Related to Major Concern 1, 2
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2 OUR LEARNING AND TEACHING

2.1 Number of school days in the academic year

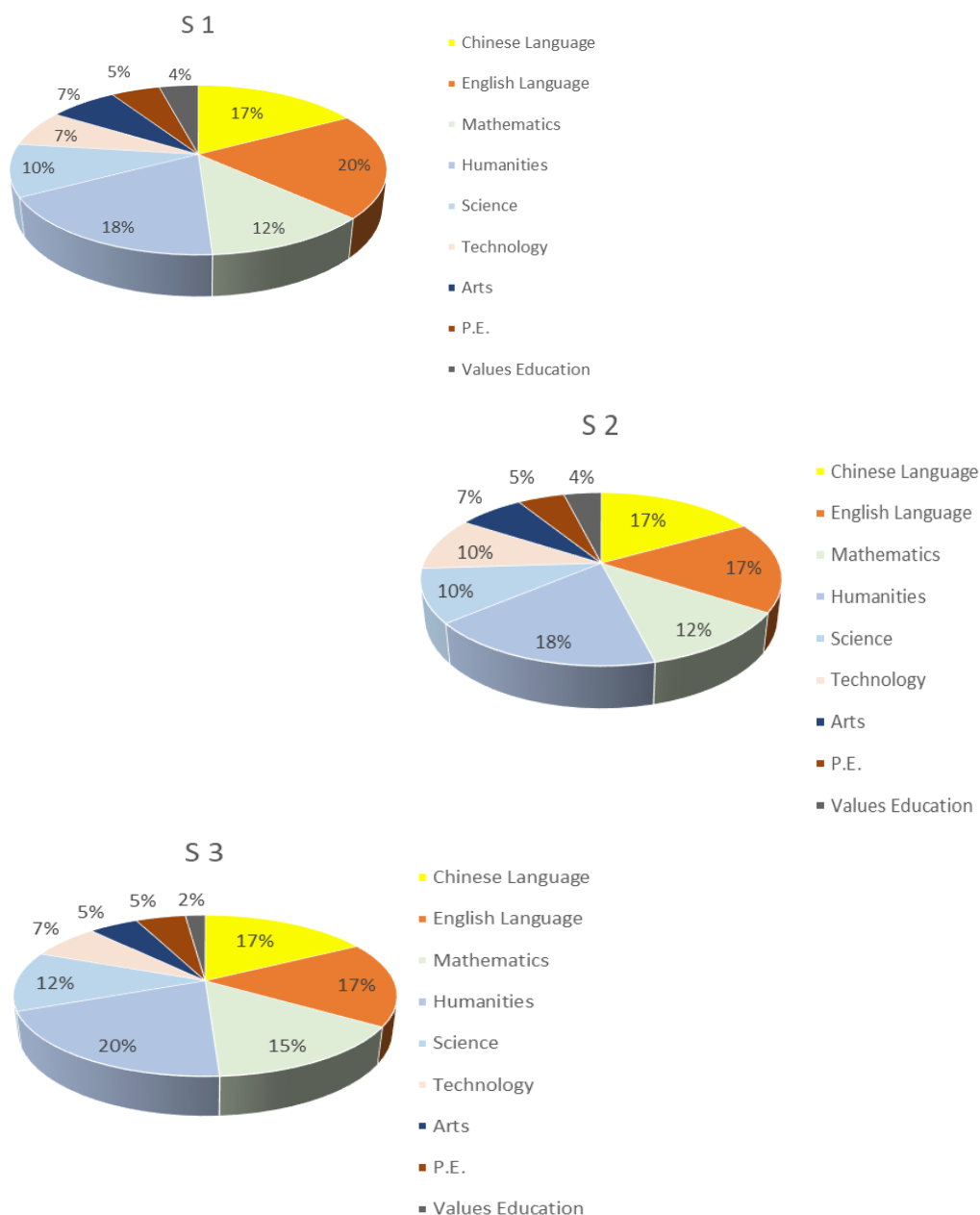
Number of school days in 2024-2025	
Number of days with normal lessons	190 days
Number of days with learning activities for the whole school or junior forms.	6 days
Number of days for uniform tests & examinations	26 days

2.2 Student Population

Student Population 2024-2025	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	125	124	106	112	105	94	666

2.3 Our curriculum

We have 41 lessons and 2 periods of OLE in a week. Each period lasts for 40 minutes.
Time allocation for the 8 key learning areas:



Besides the regular lessons in the timetable, we offer Multiple Intelligences courses, morning assemblies, school assemblies, fellowships, form and class activities, as well as arts, sports activities, and services.

2.4 Subjects Offered

- The formal curriculum offered by the school in the 2024-2025 is listed below:

Subject	S1	S2	S3	S4	S5	S6
Chinese Language Education						
• Chinese Language	▲	▲	▲	▲	▲	▲
• Chinese Literature				△	△	△
• Putonghua	▲	▲	▲			
English Language Education						
• English Language	▲	▲	▲	▲	▲	▲
Mathematics Education						
• Mathematics	▲	▲	▲	▲	▲	▲
• Mathematics M1				△	△	△
Personal, Social & Humanities Education						
• Citizenship, Economics and Society	▲	▲	▲			
• Citizenship and Social Development				▲	▲	▲
• Geography	▲	▲	▲	△	△	△
• History	▲	▲	▲	△	△	△
• Economics				△	△	△
• Chinese History	▲	▲	▲	△	△	△
• Business, Accounting and Financial Studies				△	△	△
• Religious Studies	▲	▲	▲	▲	▲	▲
• True Light Bearer Course	▲	▲				
• Tourism & Hospitality Studies				△	△	△
Science Education						
• Integrated Science	▲	▲				
• Physics			▲	△	△	△
• Chemistry			▲	△	△	△
• Biology			▲	△	△	△
• STEM Project Learning			▲			
Technology Education						
• Computer Literacy	▲	▲	▲			
• Information Computer & Technology				△	△	△
• Home Economics	▲	▲	▲			
• Physical Education	▲	▲	▲	▲	▲	▲
Arts Education						
• Music	▲	▲	▲	▲	▲	▲
• Visual Arts	▲	▲	▲	△	△	△

▲ compulsory subjects △electives



2.5 *Medium of Instruction and Language Policy*

MOI Policy

- Our school adopted English as the medium of instruction for all S1 students from 2022 to 2023. This allows students to adapt to a rich EMI environment early, facilitating a smooth transition to senior forms and university. This shift heralds a new era in KTLS education, equipping our students with the language skills necessary to excel in their senior secondary and university education.
- In all senior form classes, all subjects (except C.S., V.A., and Chinese-related subjects) are taught in English for the Hong Kong Diploma of Secondary Education.
- Additionally, designated classes and groups in each junior form have Chinese Language taught in Putonghua.

Class	A	B	C	D
S1 to S3	English as the primary medium of instruction Chinese is taught in Putonghua for the best group in Class B and C			
S4 to S6	English as the primary medium of instruction (Except C.S., Chinese History, Chinese Literature, V.A., History (C.M.I.), Tourism & Hospitality Studies and Chinese Language)			

- To equip students to succeed in learning with English as the medium of instruction, the school has standardized policies and strategies for planning, implementing, and evaluating at both the school and subject levels. At the school level, EMI policies were devised across departments to ensure effective learning, teaching, and assessment, with implementation overseen by an experienced SGM English teacher deployed as the LAC Coordinator. To prepare S1 students for EMI learning, a school-based Pre-S1 Summer Institute was conducted before the commencement of the school year, and “Content and Language Integrated Learning” was incorporated into the S1 curriculum. Additional support was provided for junior secondary students to address their language needs.
- Beyond the curriculum and student support, the EMI learning environment was enriched with various activities, including English-Speaking Days, English Week, the Drama Club, and the Debate Club. To encourage extended reading in all EMI subjects, the programme “Reading across the Curriculum” was implemented, allowing students to select books from an extended reading list and share their insights in the “Monthly Reading Club”, coordinated by the English Department. It was also mandated that each student maintain a vocabulary book to record English words and phrases, along with their forms, meanings, and sample sentences from all EMI subjects. Additionally, a system of EMI scores was established so that students and teachers could track students’ EMI learning abilities.

2.6 *Cross-curricular Learning*

Cross-curricular learning offers an innovative approach to help students develop knowledge, generic skills, and the ability to integrate all of them. PARV outlines the four developmental directions of higher-order thinking skills: Pragmatic, Articulate, Reflective, and Visionary. This year, we are cultivating students' Growth Mindset when facing learning challenges and enhancing their ability to develop deep thinking skills: PRIVA to become pragmatic and inquisitive learners. The academic theme for this year is "Sprouting New Thoughts, Soaring to New Heights". We aim to enhance students' innovative spirit in attitude, knowledge, and skills through diverse learning experiences and value-based, creative education. A school policy has been established requiring all subjects to collaborate on cross-curricular projects and modules.

In the disciplines of Chinese History, History, and Chinese Language, our students engage in an immersive study of human civilization, historical milestones, and literary classics to understand and appreciate the profound significance of various breakthroughs. Additionally, the Economics and BAFS departments launched the Biz@KTLS Entrepreneurship



Programme. This programme included focused courses such as Culture and Innovation, Science and Innovation, and Enterprise and Innovation. University professors and experienced mentors guided students throughout the programme, helping them refine their business ideas and navigate challenges. This collaborative environment has enhanced students' business acumen and encouraged creative thinking and innovative problem-solving, preparing them to make meaningful contributions to the entrepreneurial landscape.

The Chinese Language, Chinese History, and Music departments collaborated to participate in the “Xiqu Centre Teahouse Theatre Education Special Session: School-Based Creative Curriculum Development Project”. Through interdisciplinary teaching design, students learned about their subjects and deepened their appreciation of Cantonese opera. This initiative aims to preserve outstanding Chinese culture and enhance students’ understanding of positive values, fostering core qualities of intelligence, courage, diligence, and perseverance while encouraging innovation. All S2 students visited the Xiqu Centre to enjoy traditional Chinese opera performances, including classic Cantonese opera excerpts, ancient tunes, and Guangdong music performances. Students expressed a deeper understanding and appreciation of Cantonese opera culture.

Upholding our school’s tradition, “Page to Stage” was conducted in S1 through collaboration between the English Department and the Music Department, producing an English musical as a featured event in the S1 Form Council Inauguration Ceremony.

In addition, our school organizes various excursions to encourage students to widen their horizons.

Date	Theme	Subject /Committee
12-14/9/2024	Guangdong-Hong Kong Youth Exchange Program 2024	NSCC
20-21/9/2024	Guangdong, Hong Kong and Macau Sister Schools Exchange and Music Competition 2024	Music
22-28/10/2024	iGEM Grand Jamboree and Cultural Visit	Biology
26-27/10/2024	Guangdong-Hong Kong-Macao Greater Bay Area Secondary Students History Knowledge Invitational Competition	Chinese History
28-31/10/2024	Mainland Study Tour Organized by the Citizenship and Social Development Department	Citizenship and Social Development
29-30/11/2024	Guangzhou Sister School Exchange	
29-30/11/2024	Huizhou Study Tour	
19-31/1/2025	Exploration Tour on Technology, Arts, and Education in The UK, Denmark, and Scotland	
12-16/4/2025	Expo 2025 Osaka Study Tour	Citizenship and Social Development
12-16/4/2025	Jeju Island Study Tour	ECA
13-17/4/2025	Beijing Cultural Conservation Study Tour	Citizenship and Social Development



13-17/4/2025	Suzhou-Hangzhou Sister School Service-Learning Exchange	NSCC
14-17/4/2025	Yunnan Geography Study Tour	Geography
28/6-1/7/2025	Urban Culture and STEM Trip to Singapore	STEM
20/7-9/8/2025	True Light Joint-school Summer Tour to Canada	English

2.7 Catering for Learner Diversity

Our school has implemented enhancement and remedial policies. In terms of class allocation, we have adopted English language proficiency as the criterion for class placement. Classes in Chinese Language, English Language, and Mathematics are divided according to students' academic results. Small group teaching is also implemented to facilitate enhancement and remedial arrangements, catering to the learning needs of students with different learning styles and abilities.

Various scholarships, such as the Star of the Year Award and the Apex League Scholarship, have been offered to encourage students to excel in the DSE examination, music, sports, dance, visual arts, or performing arts. It has been observed that students place great significance on these awards and related prizes, motivating them to strive for excellence.

The "Gifted Academy" has been established at KTLS to provide diverse learning experiences in the three core areas of "Sight, Heart, and Mind". The Academy incorporates external resources for the development of gifted students in various fields. In relation to the Hong Kong Academy for Gifted Education (HKAGE) Programs, several students were nominated by the school principal for participation. These nominations covered a diverse range of fields, including art and leadership. For the summer of 2025, a group of students has been enrolled in the Gifted Program offered by the Faculty of Education at The Chinese University of Hong Kong (CUHK). This program provides a rich and specialized learning environment. Students have made their course selections according to their interests and talents. Among the available courses, options such as "Love for Writing: Preserving Lives Through Words", "Practical Marketing", and "Celestial Mechanics and Geometry" have attracted student participation. Moreover, one student has been further selected for the University Gifted Course in "Celestial Mechanics and Geometry", highlighting the depth of their academic interest and potential in this scientific field.

To support less able students, classes in all forms have been arranged according to English Language ranking. Chinese, English, and Mathematics are taught in groups based on academic abilities. By implementing ability grouping and small class teaching, we can strengthen individualized guidance and allow teachers to adapt different teaching materials and strategies, catering to the needs of students with varying abilities. Additionally, Saturday tutorials are conducted for 1A, 2A, and 3A students, as well as potential T1 students, to consolidate their English foundation.

The Student Learning Support Programme has been implemented, with the Learning and Teaching Committee compiling a list of about 30 Tier 2 students based on their academic results in the first term of the school year. Social workers and teachers from different groups have provided no fewer than three individual counseling sessions to students with learning needs. Through these sessions, teachers offer guidance on students' learning habits, methods, attitudes, and emotions, providing personalized support.

In addition, remedial classes were offered during the summer holidays following the second term examinations to strengthen the academic foundation in Chinese, English, and Mathematics for senior secondary subjects. More than 75% of the students attended these



classes, and the effectiveness of the learning process was reflected in classroom assessments. Furthermore, the GO FOR GOLD Learning Programme was launched in S6 to provide individual or small group guidance and follow-up plans for students who did not achieve the required standard in the Pre-mock examinations, helping them build a solid foundation. Feedback from inter-house sharing sessions indicated that students appreciated the teachers' guidance and follow-up actions.

2.8 Languages

Developing students into competent users of both Chinese and English has always been one of our major goals. The following measures have been taken:

Chinese Language

Chinese Language

To foster students' positive values and attitudes, the Chinese Department organized 禮行真光 (Courtesy at KTLS). The programme incorporated themes such as respecting one's family and elders, respecting one's teachers, and loving one's friends; the legacy of etiquette; valuing courtesy and empathy; and a nation that values etiquette. Additionally, the 德馨學藝課程 was launched, focusing on calligraphy, tea ceremony, and Chinese chess. Through practical engagement, every junior high school student cultivated aesthetic sensibilities, refined their temperament, and embodied the finest aspects of Chinese culture. Furthermore, the Chinese Department actively integrated literary restoration with artificial intelligence, utilizing AI for writing guidance and grading. This approach leveraged technology to enhance teaching effectiveness.

To enhance students' Chinese language proficiency, the school-based curriculum for junior and senior secondary schools has been improved with the inclusion of recommended passages by the EDB. The "Learning for Yourself" (為學由己) programme has been implemented to encourage students to learn independently. Additionally, the "Learning, Thinking, Showing and Reviewing" approach has also been adopted to guide students to think deeply and enhance their higher-order thinking skills, thereby strengthening their understanding of Chinese culture. The Extensive Reading Programme has also been introduced to cultivate students' reading habits. According to students' performance in the DSE, the percentages of students achieving levels 5, 4, and 3 over three consecutive years are higher than the territory-wide averages.

Beyond the formal curriculum, the department provided students with various off-campus learning opportunities, such as Chinese public speaking and writing competitions to raise their interest in Chinese culture and develop their critical thinking skills. Other literary activities, like "Walk with Veterans" and writing workshops, were organized to strengthen their creativity in literature.

English Language

A values education project titled 'Values, We Value: JICS' ('JICS') focusing on four virtues: compassion, justice, integrity, and self-control was conducted. JICS aims to instill positive values and attitudes in students, particularly through the learning and teaching of the English language. It was awarded the 6th Outstanding Teaching (Character Education) Award, recognizing our teaching achievements.

We foster global citizenship and nurture international mindedness by exploring global issues related to UNICEF's SDG 17 through multimodal texts in the new module 'World within Words'. Observations in class and students' reflections in their newspaper cutting worksheets indicate that students have become more aware of their roles in developing a sustainable society. The English Week, themed "Empowering Lives, Embracing Change", was organized, advocating three UN sustainable goals through game stalls at lunch, morning assemblies, and a talk at the school assembly. Through these activities, students broadened



their understanding of the world and built a solid knowledge base.

To enhance students' English proficiency, our NET hosts two speaking programs for students during lunchtime. The Speaking Clinic focuses on aiding students who need extra support, while the Stellar Speakers Club is designed to help advanced students hone their speaking abilities.

Students can establish a strong foundation for English language learning using various strategies. For instance, the speaking curriculum has been enriched with a diverse series of activities to equip students with the skills to become articulate learners. The Marker's Goggles Package, which provides exemplars of different levels of past HKDSE writing topics for students to evaluate and refine, has been introduced to highlight the features of high-quality essays. Additionally, the spelling programme and Spotlight Time have been implemented in lessons. According to students' performance in the DSE, the percentages of students achieving levels 4 and 3 over three consecutive years are higher than the territory-wide averages, and the performance of students in listening, speaking, reading, and writing has continued to improve.

Other Languages

Our school actively promotes global education by offering a variety of foreign language programmes designed to give students a strong foundation in world languages and global connections. Among these, the French Elementary, Japanese Elementary, and Japanese Intermediate classes—organized in collaboration with True Light Girls' College—have been particularly popular. These courses, developed by universities and professional institutes, feature 80 and 52 hours of instruction, respectively, and aim to help students gain a deep understanding of the languages and master their fundamentals. After completing the programmes, students typically achieve a basic level of proficiency. Many even go on to apply for HKDSE Category C language subjects.

Additionally, the ECA Committee organizes other foreign language interest classes, such as German and Spanish. These classes provide an introductory experience with different languages, sparking students' interest and allowing them to explore new languages and cultures in a relaxed, enjoyable setting. Through these classes, students not only broaden their horizons but also develop essential intercultural communication skills.

By offering a diverse range of foreign language courses and interest classes, our school enriches students' after-school experiences and provides valuable opportunities for them to engage with the world's languages and integrate into the global community. This commitment to global education undoubtedly lays a strong foundation for students' future development.

2.9 STEM

In the STEM learning field, various subjects have established featured curricula to build a wide range of scientific and technological knowledge for students. Biotechnology is an important domain that encompasses fields closely related to daily life, such as medicine, health foods, and genetic diagnostics. With the healthcare industry's high demand for skilled professionals and many of our students' keen interest in this sector, the school collaborated with Dr. Keith Kwong, Science Director of DreamTec, to develop a biotechnology curriculum tailored for different grades. The International Genetically Engineered Machine (iGEM) competition, which originated at MIT in 2004, is an annual highlight in biotechnology. This year, a Hong Kong team comprised of students from KTLS and four other schools participated. They were nominated for the "Best Education" and "Best Sustainable Development Impact" awards, securing a top-five global ranking in the high school category and bringing pride to Hong Kong. Besides, the LKS Faculty of Medicine of the University of Hong Kong (HKUMed) and the Hong Kong Subsidized Secondary Schools Council concluded the inaugural 'Hong Kong InnoHealth Cup' and our team achieved the



championship with an AI-powered cancer treatment project. This initiative addressed real-world health challenges and demonstrated significant potential for future practical applications.

The Mathematics Department conducted teaching research in collaboration with the Education Bureau, focusing on 'Mathematical Models' as the theme. According to a questionnaire survey, about 70% of the students indicated that the learning experience was interesting and challenging, helping to enhance their mathematical skills. Our students have developed Step AI, which provides step by step instructions to mathematical algebraic manipulation and allow teachers to instantly analyze students' work. They have also demonstrated excellence in the Smart City Project Program as well as the Global Junior Math Online Competition.

The STEM project-based learning programme was launched as an independent subject in S3. Students not only enhanced their knowledge in scientific and technological fields but also learned various generic skills and learning methods, such as information searching skills, literature review skills, data handling skills, product design skills, and presentation skills.

The Computer Literacy curriculum is essential for applying AI, providing a strong theoretical foundation for AI education and nurturing future talent. In S1, students learn the basics of Artificial Intelligence, create digital content using Generative AI, and discuss ethical issues related to AI and GAI. In S2, they build apps through visual coding, explore AI in robotics, and continue to address ethical considerations. In S3, students engage in further app development, are introduced to AI in network security, and reflect on ethical issues. Additionally, the pull-out training offers professional AI certification and project-based implementation to develop practical skills.

Lam Sum Ching and Ip Chi Ching represented the Hong Kong China region at the Adobe Certified Professional World Championship and the Microsoft Office Specialist World Championship in Orlando, USA. Ip Chi Ching secured an impressive 4th place worldwide in the PowerPoint 365 category. Competing against finalists from numerous countries, they demonstrated their creativity, technical expertise, and design-thinking skills on a global stage. Additionally, they crafted imaginative virtual spaces, seamlessly blending artistic vision with technological proficiency in the Outstanding Chinese Virtual Space Design Competition.

2.10 Humanities

In Citizenship and Social Development, students developed an understanding of the constitutional foundation of the Hong Kong Special Administrative Region, its relationship with the Mainland, and the latest developments in our country. They also explored the interactions among individuals, society, the nation, and the world, deepening their understanding of both our country and the broader global context. Additionally, a course trip to Jiangxi was organized to explore the source of the Dongjiang River, with Dr. Christine Choi Yuk-lin, the Secretary for Education, joining. In June, a learning outcomes exhibition showcased students' insights from the trip through novels, models, games, and art installations.

Furthermore, the Joint Schools Youth Forum was organized to offer diverse perspectives on cultural conservation. As participants and audience members, our students gained insights into strengthening cultural security and national identity, becoming more aware of their responsibility in safeguarding national security.

In celebration of national history and cultural heritage, the 'National History Mystery Solving Competition and Intangible Cultural Heritage Exhibition' was jointly organized by the Hong Kong Subsidized Secondary Schools Council and the Kowloon City District Office. Teachers and students from our school's Chinese History department undertook the task of designing a



historical escape room game. They recreated scenes from significant events such as the First National Congress of the Communist Party of China, the Long March at Qiajin Mountain, the Xi'an Incident, and the founding ceremony in 1949. This allowed participants to feel as though they were traversing time and space, embodying the spirit of the nation's youth during the era of nation-building, and exploring the history from 1921 to 1949 through a 'puzzle-solving game'.

To commemorate the 80th Anniversary of the Victory in the Chinese People's War of Resistance Against Japanese Aggression and the World Anti-Fascist War, and to uphold the patriotic spirit, our students won the championship with their microfilm 'The Forgotten Peninsula Hotel'.

In the realm of business and entrepreneurship, the Biz@KTLS Entrepreneurship Programme, launched by the Economics and BAFS departments, inspired students to explore the world with curiosity and insight. Through inquiry-based learning, our team achieved notable success, securing the 3rd Runner-up position at the 'Talk Business - Hong Kong Secondary Schools Business Consultancy Championship' organized by the HK28 Youth Development Platform. Students also benefited from the Project M² Leadership Program, where they connected with influential business leaders from various sectors in Hong Kong, including finance, entrepreneurship, and retail, engaging in collaborative group projects and gaining invaluable business insights.

Our commitment to environmental awareness was demonstrated through activities like the Geography Industrial Fieldwork, offering practical insights into sustainability. The Sustainability Day initiatives encouraged students to adopt eco-friendly practices and raise awareness about environmental issues, aligning with the UNSDGs Sustainable Goals. Additionally, our students participated in the Hong Kong Original Marine Conservation Musical, which creatively combined art and environmental awareness to convey important messages about marine conservation.



3 SUPPORT FOR STUDENT DEVELOPMENT

Student Support and School Ethos

In support of well-rounded student development, a series of engaging events were organized to strengthen students' sense of belonging and showcase their unique talents. These activities brought together alumni, parents, and stakeholders in a joyful celebration of our school's journey, fostering collaboration for a bright future. They highlighted our achievements, allowing the wider community to appreciate our accomplishments and learn more about our school's rich history.

To deepen students' positive thinking, a film appreciation event was held on October 7, featuring 'Warriors of Future,' a science fiction movie produced in Hong Kong. With school recommendation, our Form 4 student, Wan Sin Tung Ceci, was selected to join Save the Children's 'Youth Tokyo Cultural Exchange Tour.' From November 7 to 12, she represented Hong Kong in Tokyo, engaging in cultural exchanges with local youth.

On November 23, the 'National History Mystery Solving Competition and Intangible Cultural Heritage Exhibition,' jointly organized by the Hong Kong Subsidized Secondary Schools Council and the Kowloon City District Office, took place. Students experienced significant historical events like the First National Congress of the Communist Party of China. Many students served as event staff, enhancing their communication, planning, and problem-solving skills while fostering an appreciation for Chinese culture and its heritage.

On February 8, a CNY Carnival was held for kindergarten, primary, and secondary students, featuring game booths, a student entrepreneurship market, and Hanfu experiences, alongside student performances. The event was attended by students, parents, and alumni, creating a lively and festive atmosphere. From March 1 to 2, students participated in the 2024-2025 Hong Kong Secondary School Xiamen Study Tour. At Xiamen University, they learned about admission policies for Hong Kong students, explored the campus, and interacted with mainland university students, gaining valuable insights into mainland culture and higher education opportunities.

As we approach this historic milestone, we feel immense gratitude for the ongoing support that has shaped our school into the caring environment it is today. Together, we eagerly look forward to the next chapter of our journey, cherishing our past successes and embracing the future with positivity and a shared commitment to growth and excellence.

3.1 Nurturing Programme

Students at our school show a positive attitude toward moral education, actively participating in various programmes designed to cultivate their values. Through the Personal Growth Handbook, they communicated openly with teachers and parents, tracking both academic and non-academic achievements, which fostered a sense of accountability and personal responsibility.

Class teachers play a key role in building a sense of community by encouraging students to collaborate on creating class mottos and setting goals. Their involvement in events like Games Day and the KTL Carnival reflects their enthusiasm and commitment to strengthening class spirit. Additionally, growth camps and the S6 graduation picnic offer opportunities for personal development and help foster a sense of belonging.

During "Buzzing Time", students benefited from individual and group counseling sessions, enhancing their connections with peers and teachers. Activities like the musical performance of "A Little Princess" and the Lantern Parade during the S6 Graduation Evening showcased students' talents and provided a chance for them to express gratitude to the school community, further reinforcing their sense of belonging.



Initiatives like "Form-based View Sharing" and "Letters to the Principal" empowered students to share their opinions on school policies, demonstrating their growing sense of agency and responsibility. Overall, students' positive attitudes and proactive participation in moral education initiatives highlighted their development into caring, responsible individuals who understand the importance of community and ethical values.

3.2 Whole-school Approach to Guidance & Discipline

Students at our school demonstrate a positive attitude and proactive behavior toward the Whole-school Approach to Guidance and Discipline. Through collaborative efforts involving the Discipline and Guidance Committee, class teachers, the school social worker, and the educational psychologist, students receive individualized support tailored to their diverse needs.

Programmes like Mental Health Ambassador empowered secondary students to advocate for mental health and offer peer support to classmates facing emotional challenges. Additionally, Moreover, students have actively participated in the Equal Opportunities Commission's "Racial-Friendly Campus Recognition Scheme," and the school was recognized as "Racially Friendly Campus Champion". The scheme promotes awareness and respect for racial integration among teachers and students on campus, demonstrating strong civic consciousness.

Workshops for prefects enhanced students' teamwork and problem-solving skills, equipping them to tackle challenges with a positive mindset. Many students reported that these experiences improved their collaboration abilities and encouraged them to model exemplary behavior.

Engagement with parents through talks on positive parenting fostered open communication about students' emotional needs, empowering families to support their children effectively. As a result, students developed a caring attitude toward their peers and showed a strong commitment to self-improvement and civic responsibility. Overall, the Whole-school Approach to Guidance and Discipline has created a nurturing environment where students feel supported and valued, fostering a deep sense of belonging and promoting positive behaviors within the school community.

Through these multifaceted initiatives, students have cultivated a caring attitude toward their peers and developed a civic-minded perspective. They have shown genuine enthusiasm for self-improvement and the pursuit of purposeful lives. Looking ahead, our school is committed to maintaining this whole-school approach to guidance, diligently fostering peer support and cultivating a nurturing culture that promotes a strong sense of belonging and positive behaviors.

3.3 Spiritual Development

Students at our school show a positive attitude and actively engage in their spiritual development, reflecting the deep integration of the Christian spirit into our educational framework. Through Religious Education, they embrace Christian teachings and participate enthusiastically in regular morning assemblies that include prayers, hymns, and Bible readings, reinforcing their commitment to Christian values.

Participation in evangelistic activities, such as Christmas caroling at local hospitals and visiting homes for the elderly, demonstrated students' willingness to serve others and share God's love. These experiences fostered compassion and social responsibility, helping students connect their faith with meaningful actions.



The insights shared by guest speakers, such as Rev. Tam of the The Church of Kowloon Livingstones on "The Hope of Christmas", had a profound impact on students, prompting them to reflect on the significance of the holiday and encouraging them to support one another within the school community.

Additionally, attending events like the sharing from guest speaker of Watoto about the needs of girls in Africa gave a testimony of her life experiences, bringing glory to God.

Overall, students show genuine enthusiasm for their spiritual development, actively participating in activities that deepen their understanding of faith and foster a caring, supportive environment among peers. The integration of Christian values into our educational framework has cultivated a more compassionate, engaged, and responsible student body, creating a nurturing atmosphere that supports their holistic development as individuals and members of society.

3.4 Life Planning Education

Our school is committed to providing students with enriching opportunities to explore their academic interests and potential career paths.

Students demonstrate a proactive attitude and enthusiasm for life planning education, actively engaging in various initiatives designed to help them discover their academic interests and future careers. Programmes like the "Basic Psychology" gave S4 and S5 students valuable insights into the profession, sparking their interest in related careers.

Visits to local institutions, such as Hong Kong Children's Hospital, allowed students to explore fields in healthcare, deepening their understanding of this industry. Participation in events like the "Chicken Soup" and Mentorship Programme helped senior students prepare for future challenges by connecting them with industry professionals and alumni who offered guidance and support.

Engagement in NGO program, such as the mentoring program organized by the Inspiring Girls, empowered students to develop more understanding in various profession. These experiences enhanced their self-awareness and clarified their career goals, motivating them to excel in their studies.

Overall, students show a strong commitment to their personal and professional development through life planning education, demonstrating increased confidence and a sense of civic responsibility as they prepare for their futures.

3.5 Talent Development and Leadership Development

Our school is dedicated to nurturing leadership and personal growth through a wide range of dynamic activities.

Our school places emphasis on cultivating students' generic skills such as teamwork, leadership, problem-solving, and innovation. The investiture ceremonies for student leaders at all levels and for extracurricular activity group leaders help enhance their sense of responsibility and leadership abilities. Participation in inter-school leadership training camps and activities such as orienteering requires students to collaborate in solving tasks, strengthening their organizational and adaptability skills. Students have also independently established "interest clubs," demonstrating their self-management, planning, and communication and collaboration abilities.



Participation in Model United Nations conferences sharpened students' leadership skills through engaging discussions on global issues, enhancing their analytical prowess and public speaking abilities. Through these enriching initiatives, our school not only cultivated students' talents across various disciplines, including music, entrepreneurship, and the arts, but also instilled essential leadership skills. These transformative experiences prepared students to embrace future challenges and inspired them to become proactive leaders in their communities.

Students demonstrated a strong commitment to their artistic talents. Our Chinese Dance Team won the First-Class Award in the Group Chinese Dance Category with their Tibetan dance piece "Heavenly Bath." The Hip-Hop and Jazz Dance Team also earned the First-Class Award in the Jazz/Street Dance Group Category for their performance "Desert Flower." Both teams delivered outstanding performances, earning enthusiastic applause from the audience and high praise from the judges.

Sports have always been a key focus at our school, where the spirit of competition is an integral part of our True Light Spirit.

Our athletes have shown exceptional skill and perseverance across various sports. Our basketball team participated in the Hong Kong Island & Kowloon Secondary Basketball Division 1 Competition organised by the Hong Kong Schools Sports Federation. After a lot of fierce battles, our students in Group A won the third runner-up, qualified to participate in the Elite School Basketball Competition, which is an outstanding achievement. Our cross-country team students participated in the Inter-school Cross Country Competition organized by the School Sports Federation on 19 February and won outstanding awards.

In archery, our students excelled at the K S Lo Cup Secondary Schools Archery Invitational Tournament, securing multiple championships and top spots. The volleyball team won the 2nd Runner Up in Inter-School Volleyball Competition 2024-2025 Division Three (Kowloon One). Their patience, unwavering determination, remarkable team spirit throughout the intense competition.

To develop students' diverse athletic talents, we offered experiences in boxing, emerging sports, and martial arts as part of our physical education and multiple intelligences curriculum. These activities not only encouraged students to engage in different forms of exercise but also helped them discover their potential and enhance their physical fitness and athletic skills. By participating in these courses, students improved their physical capabilities while building confidence, teamwork, and resilience. This comprehensive approach to sports education aims to inspire a love for physical activity, encouraging students to continue participating in various sports throughout their lives.

Students' performance in various athletic programmes is generally positive and reflects their engagement and growth in different skills. Many students show significant improvement in their physical abilities, including strength, agility, and coordination, especially through consistent practice in these activities.

3.6 Social Service and National Education

Our school has adopted the theme "Gratitude in actions" to promote volunteer services and national education, enhancing students' understanding of sustainable development. In terms of intergenerational volunteer services, our school has collaborated with organizations such as True Light Villa, Christian Concern for the Homeless Association, and Haven of Hope. Students independently planned various activities, learning to interact with the elderly while fostering empathy and positive values among themselves. Additionally, students have organized volunteer services focusing on animal care, visiting



animal adoption centers such as Tolobunny and Agun House. Through these experiences, they acquired caregiving skills and raised awareness of "adoption instead of purchase," contributing to the protection of animal rights. Beyond animal rights, the school also collaborated with Ronald McDonald House Charities, UNICEF, the Boys' and Girls' Clubs Association, and Huizhou New Power to engage in activities related to traditional Chinese medicine and artificial intelligence with critically ill and underprivileged children. This allowed students to gain insights into the development of child welfare both locally and in mainland China, nurturing a sense of global citizenship.

Our school has also implemented the "Shine Bright Whole-School Service Learning Reward Scheme," with over 600 student participations in community services. By independently organizing community service projects, students not only develop positive values but also enhance their leadership skills in the process, preparing them to contribute to the development of society and the nation in the future.

3.7 Environmental Education and Health Education

Students at our school show a commendable attitude toward Environmental Education and Health Education, demonstrating enthusiasm and engagement in various initiatives. During events like the recycling program organized by the Geography program, they eagerly participated, displaying a genuine interest in learning about environmental stewardship.

Additionally, in Carbon Conservation Education Programme, S3 students visited environmental management facilities and join workshops related to environmental conservation. This provides an additional learning opportunity for the learning of Climate Change module.

In Health Education, students were engaged in various activities in the health week, emphasizing on the importance of good habits. They absorbed practical knowledge and expressed a desire to implement healthier lifestyle choices.

Overall, students' positive attitudes and proactive behaviors in both Environmental and Health Education initiatives highlight their growing awareness of the connection between personal well-being and environmental stewardship. This commitment positions them as responsible and informed citizens ready to make a positive impact in their communities.

3.8 SEN

Policy	Our school is committed to creating an inclusive environment by taking a comprehensive approach to support students with Special Educational Needs (SEN). We allocate resources to provide tailored and diverse support, aiming to enhance their learning experience and integration into school life. We also value collaboration between home and school by establishing regular communication channels, which encourages parental involvement in developing effective support strategies for students with SEN.
Resources	To enhance our school's support for students with SEN and ALAs, we receive the following additional resources from the Education Bureau: • Capacity Enhancement Grant; • Learning Support Grant; • Intensive Remedial Teaching Programme; • Whole School Approach to Integrated Education Programme; • Top-up Fund; and • Enhanced Speech Therapy Grant.
Support	Our school is deeply committed to supporting students with Special



measures and allocation of resources	Educational Needs (SEN) through a range of carefully crafted measures: • Dedicated Support Team: Our SEN Support Team (SST), led by the vice principal, brings together the expertise of the curriculum development leader, student guidance teacher, class teachers, school social workers, educational psychologist, examination coordinator, and subject teachers. • Additional Staffing: To provide a well-rounded educational support system, our school has added an extra teacher and a nurturing teaching assistant to the team, enhancing the learning experience for all students. • Tailored Speech Therapy Services: The personalized speech therapy sessions, led by skilled therapists, resonate with students facing Speech and Language Impairments (SLI), helping them develop better communication skills. • After-School Enrichment: With the support of our dedicated teaching staff, teaching assistants provide after-school tutorials that help meet the unique learning needs of each student. • Customized Learning Experiences: By adapting learning materials, creating tailored assignment strategies, and providing assessment accommodations, our school ensures a personalized educational journey for students with SEN. We carefully track their progress and share this information with parents when it is beneficial. • Peer Mentorship: Students from senior classes serve as beacons of knowledge and support by offering peer tutoring, fostering a culture of mutual growth and understanding. • Artistic Exploration: Through vibrant art and craft workshops like felting and ceramics, students find solace and inspiration post-exams, fostering creativity and life skills in equal measure. • Professional Development: Throughout the year, talks and sharing sessions led by educational psychologists and experienced SEN-trained teachers create a compassionate, stress-free environment that is essential for the growth of students with diverse needs. • Parental Collaboration: By establishing strong communication channels, we encourage parents to take part in developing support strategies. Engaging in enriching parent-child classes, such as dessert-making and floriculture, helps foster a deeper understanding of SEN students and aligns parental support with school initiatives. • Unified Parent Community: The parent group acts as a beacon of understanding, enhancing parental insight into school policies and the experiences of SEN students. This fosters a strong partnership between home and school in the pursuit of inclusive education.
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4. STUDENT PERFORMANCE

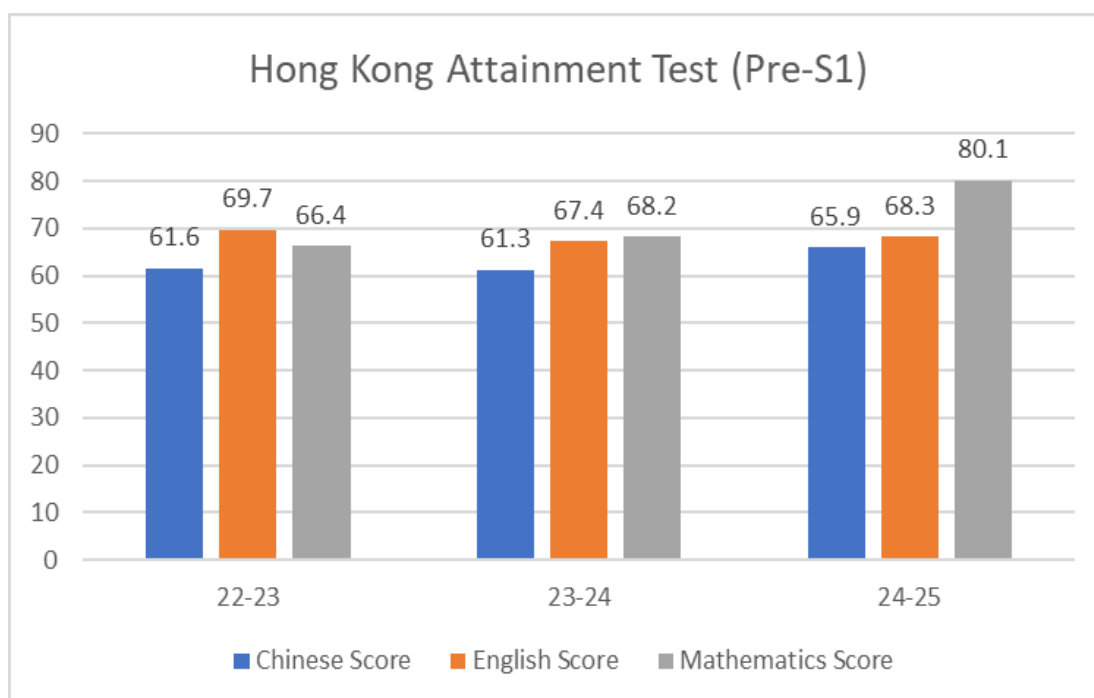
4.1 Students' Attendance (whole school year)

2024-2025	Percentage
S1	98.4%
S2	98.3%
S3	95.7%
S4	97.2%
S5	96.2%
S6	92.2%
Average	96.8%

4.2 Hong Kong Attainment Test (Pre-S1)

- The average scores in the 3 subjects are tabulated below:

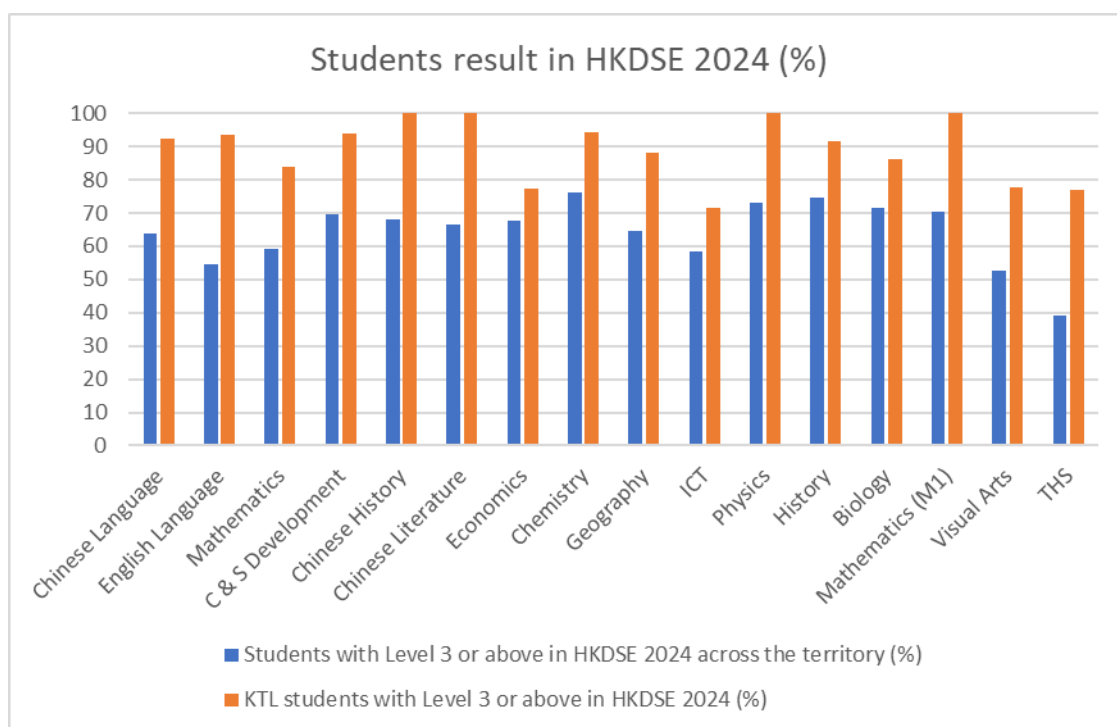
Year	Chinese score	English score	Mathematics score
22-23	61.6	69.7	66.4
23-24	61.3	67.4	68.2
24-25	65.9	68.3	80.1



4.3 Results in HKDSE

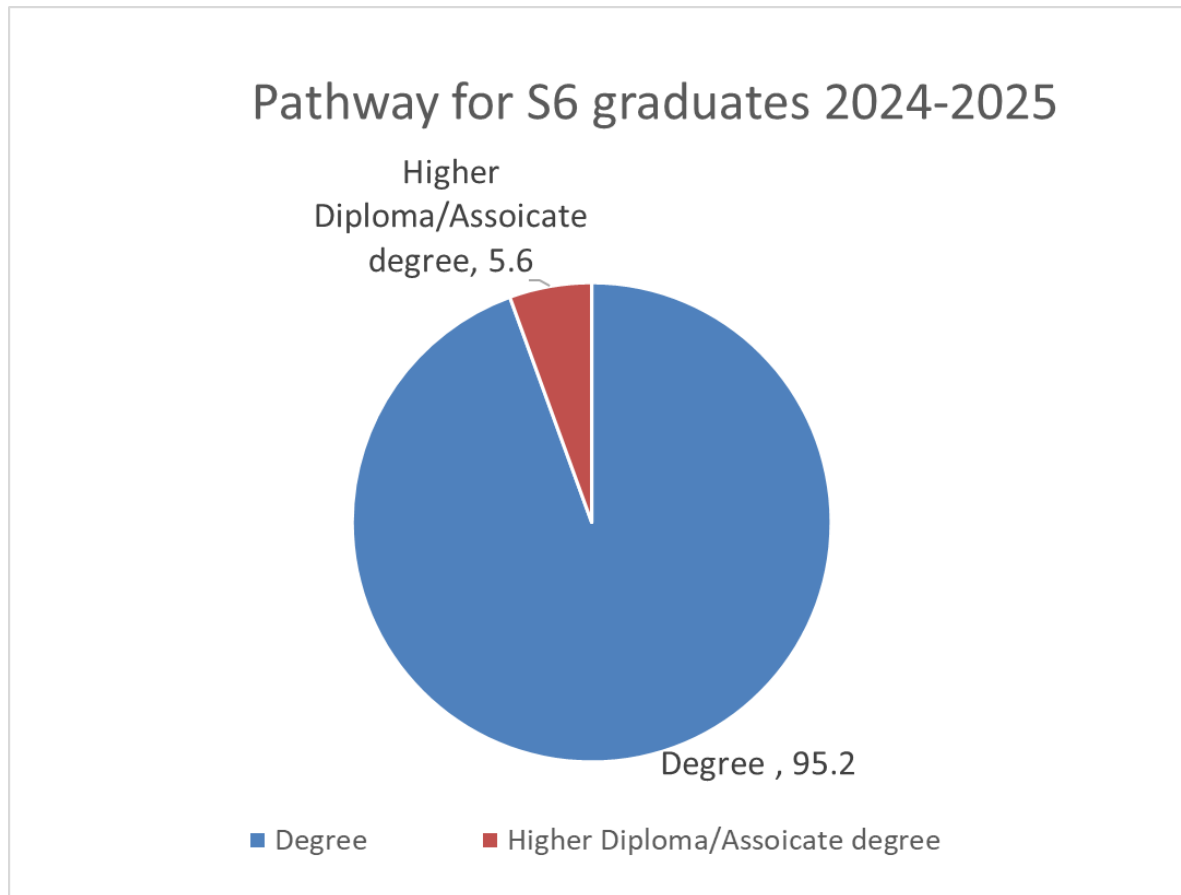
Overall, about 86% of our students met the minimum university admission requirements (achieving 332A in Chinese Language, English Language, Mathematics, and Citizenship & Social Development respectively), compared to an average of 38.4% across Hong Kong. In Chinese Language, 22.8% of our students achieved Level 5 and 68.6% achieved Level 4 or above, compared to 10.8% and 33.6% across Hong Kong. In English Language, 24.8% of our students achieved Level 5 and 63.5% achieved Level 4 or above, compared to 10.1% and 28.4% across Hong Kong. Over 40% of our students attained Level 5 or above in Chinese Literature, Geography, and Visual Arts. The percentage of students achieving Level 4 or above in various subjects was also impressive: Biology at 63.6% (two groups), Chemistry at 68.2%, Chinese History at 73.7%, Chinese Literature at 81.8%, Geography at 76.9%, History at 72% (two groups), and Visual Arts at 62.5%. These results highlight our students' outstanding academic performance and remarkable achievements.

Regarding further education, over 95% were admitted to bachelor's degree programs, which is highly encouraging. Four students were admitted to law-related programs, including Law, Business Administration and Law, and dual degree programs in Crime Science and Law. Many students have also gained admission to top universities both locally and abroad in their desired fields of study, such as Science Master Class, Biomedical Engineering, Chinese Medicine, Physiotherapy, Global Business Management, Accounting, Finance, Artificial Intelligence and Educational Technology, Languages, Nursing, and Creative Media. Our school is committed to providing high-quality education, enabling students to realize their potential and achieve outstanding results in the HKDSE, allowing them to pursue their aspirations, explore diverse pathways, and create a bright future.



4.4 Pathways of Graduates

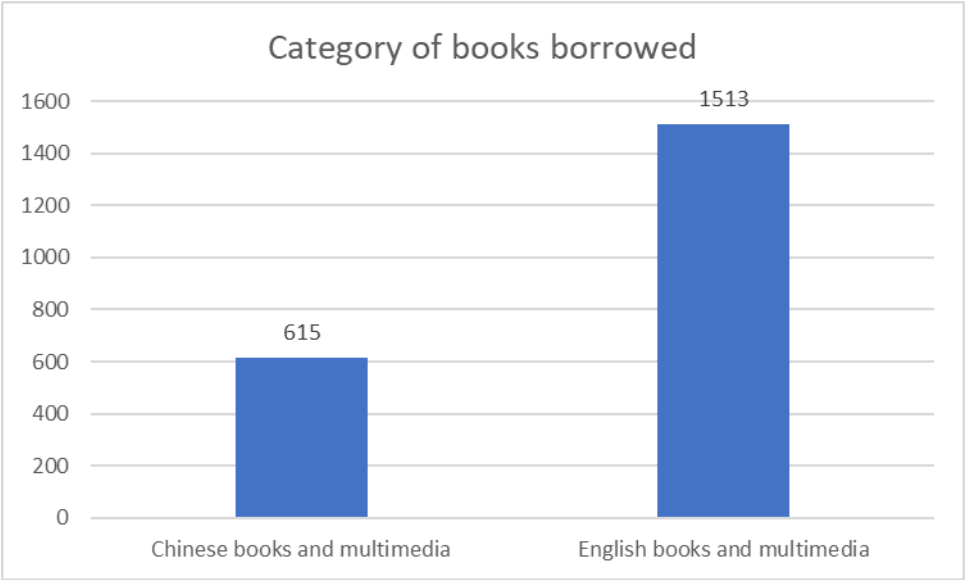
Around 95.2% of students received degree offers in the year 2025. Among the successful JUPAS applicants, 97% received a degree offer.



4.5 Students’ Reading Habit

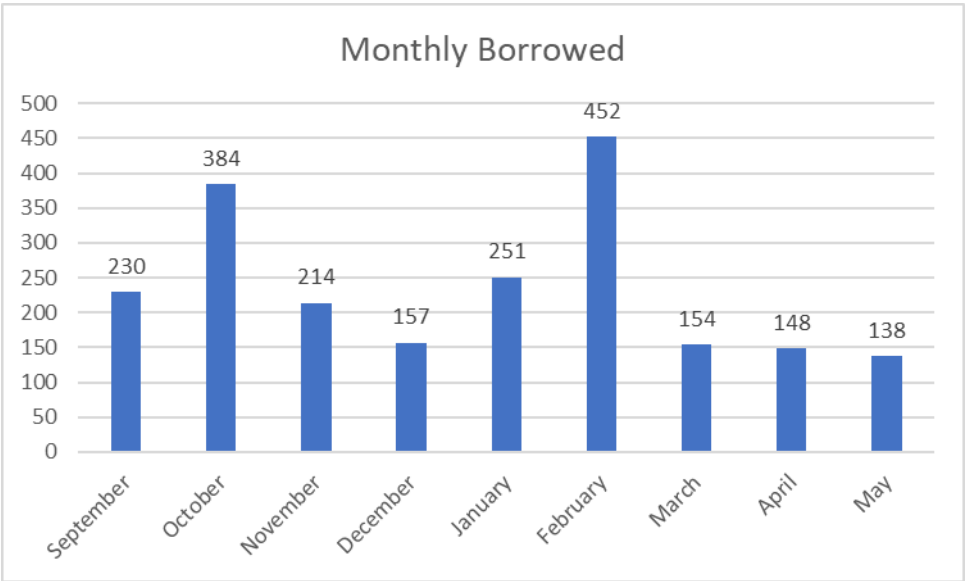
■ Number of books borrowed (Year)

Category	2024-2025
Chinese books and multimedia	615
English books and multimedia	1513



Monthly borrowed amount

Month	2024-2025
September	230
October	384
November	214
December	157
January	251
February	425
March	154
April	148
May	138



4.6 Achievements and Awards 2024-2025

Academic		
“Mock Trial – Justice Education Project”	S4 LAM CHOR HEI S4 TANG HIU YAN	The Best Lawyer Award
Inheritance & Innovation – Annual School Award for Actively Promoting Chinese History and Culture 2024 - 2025	S2 WONG CHEUK YU S2 KWOK HEI SHUN S3 CHOW ON NA S3 MAK WAI KAY S4 CHAN HOI LAAM S4 LIM TSZ CHING S4 NG MAN HEI S4 TANG HIU YAN S4 FONG KIT YU S4 HO WING YIU	The Best Student of promoting Chinese history and culture
Talk Business - Hong Kong Secondary Schools Business Consultancy Championship 2024-2025	S4 LIN YAN TUNG DAWN S4 LUO YU HANG S4 NG SZE WING KATHY	Fourth Place
The 4th "Xizhen Huisha Virtual Chinese Cultural Relics Museum" Cultural Relics Study Competition	S2 WONG CHEUK YU S2 LEUNG CHIN LING S4 LIANG YIM FAN S5 SO MING YAN	Merit Award
Thailand International Mathematical Olympiad Heat Round 2024 – 2025	S5 TSUNG YEE KIU	Bronze
"Huaxia Expo: A Look at the Present" Learning Research Outcomes Sharing	S4 XU PUI YAN S4 CHU CHING LAM	The Best Student
10th Anniversary Inter-school Generative AI Writing Competition	S5 LAM WING CHAU S5 WU YANG RONG	Second Runner-up
"Stories under the Lion Rock" Youth Essay Competition	S4 LIM TSZ CHING S4 TING YUET HEI	First Runner-up Second Runner-up
1st Guangdong-Hong Kong-Macau Greater Bay Area Secondary School Student History Knowledge Invitational Competition	S2 WONG CHEUK YU S2 YUEN YEE CHUN S2 LEUNG CHIN LING S3 MAK WAI KAY	Second Class Award
I Love Hong Kong Moral Education Speech Competition (Secondary School Category)	S3 CHOW ON NA	First Runner-up
The 19th Filial Piety Essay Competition	S5 ZHU WEIQI	Honorable Mention
2024-2025 4th International Youth Chinese Writing Competition	S4 TING YUET HEI	Excellence Award in the Hong Kong, Macau, and Taiwan Division
Hong Kong Education Experience Day and the Guangdong-Hong Kong-Macao Greater Bay Area International Model United Nations	S4 TING YUET HEI S3 CHEUNG HO KEI	Best Position Paper Award Most Humorous Award



Conference		
24-25 Uplift Education Charity Foundation (Future Diplomats Academy) Letter to Friends Who Contribute to China's Sino-Foreign Relations (Secondary School Essay Competition)	S3 NG YAN TUNG	Merit Award
24-25 The Chinese University Of Hong Kong New Asia College New Asia College 75th Anniversary Couplet Writing Competition	S2 WONG CHEUK YU	1st runner-up
76th Hong Kong Schools Speech Festival (Chinese Speech)	S1 JUAN SHEUNG TING S2 CHEN BELLE S3 NGAI YIN CHING S3 CHEUNG SHUK LING CHRISTINA S3 CHOW ON NA S5 LEE CHING YIU YURI S3 LAM YAT ON S3 HON CHIH YU S3 WANG JUNTONG	Certificate of Merit Certificate of Proficiency
76th Hong Kong Schools Speech Festival (2024) (English Speech)	S1 CHOI PUI YI S1 O ELLY YI TING S1 CHO WAN CHING ANGEL S1 TAM HAU YEE S2 LUO SINDY S2 EZRAH JEEZELLE AGUSTIN S2 LAU SHUN HEI S2 UY MYKA COLYNE S3 CHEN YEE CHING S3 KWOK CHING SUM SHALOM S3 LAM YAT ON S3 MOK YUEN YING S3 NGAI YIN CHING S3 TSANG YUEN CHING S3 CHONG WING TUNG EMMI S3 LAU PUI LAM S3 TSE EMILY S3 LEUNG MEI SZE S3 NG TSZ YAN S4 LAM CHOR HEI S4 TANG OI LAM S4 YEUNG CHARMAINE S4 YAU YIN YAT S4 LEE CYNTHIA S4 CHAN HIU YU TRIXIA	Certificate of Merit



	S5 LEE CHING YIU YURI S5 PAN CHING KIU S5 WONG YI LAM S1 KO MAN YEE ZOE S1 LIU MICHELLE KEXIN S4 LAM LUNA YAN YUET S4 LAM TSZ MIU S1 CHONG AILIS HO QIU S1 TANG CHEUK LAM S4 TANG HIU YAN S1 POON HIU YING S3 LAM PUI YING SURENE S3 CHAN TSZ LAM CASSIE S5 CHAN CHING TUNG ANDREA	Certificate of Proficiency 1st Place (Certificate of Merit) 2nd Place (Certificate of Merit) 3rd Place (Certificate of Merit)
WYKMUN-Wah Yan College Kowloon Model United Nations Conference	S1 Ng Cheuk Ying Jaslyn	Outstanding Delegate Award
SCMUN	S4 TANG HIU YAN S4 LIM TSZ CHING	Best Speech Award & Most Friendly Delegate Award Outstanding Speech Award
The Hong Kong Young Writers Awards 2025	3D LEUNG MEI SZE MITCH	Bauhinia Club Award for Non-fiction Group 3
	S3 CHENG YAT NAM ADELYN WONG HEI NAM KAYEE WONG YUEN LAM S2 LAU PO HEI AGUSTIN EZRAH JEEZELLE S1 CHUNG NI FU GWYNETH	Honorable Mention
12th English Writing Competition organized by The Standard.	S6 LEUNG JODIE SIN YU	Second runner-up
"Salute to Teachers" Competition 2024 – Slogan Competition	S4 TSANG SZE YIN SANDY	Merit Award
International Genetically Engineered Machine (iGem) Competition	S4 FAN TSOI CHING S4 LIM TSZ CHING S5 KONG HEI TUNG S5 KWONG TSZ YIN S5 LEE CHING YIU YURI S5 TIN TSZ CHING S5 WONG SUM YEE S5 YONG THENG SIM	Gold medal
Smart City Project Programme 2023/24	S6 LAU ON KI S6 WONG TSZ LOK S6 WU TERESA ZHIXI	Good Smart City Performance Award



	S6 YAU PUI KA	
6th Inter-school Youth Forum	S5 XIE XINYI S5 LAW SUM YI S5 TSANG TSZ MAK S5 CHOW YIN CHING	The Best Summary Award & The Best Team Award The Best Team Award
The 15th Hong Kong Secondary School Chinese History Study Award Programme	S4 LIM TSZ CHING S4 TANG HIU YAN S5 LAU KERRY CHEUK WAI S5 LAM WING CHAU S5 LAU CHEUK LAM S6 LAM KWAN YI	Recognition Award
Hong Kong Student Drone Challenge 2025	S4 YANG SIN SIN S4 CHU CHING LAM S4 LUO YU HANG S4 ZENG WAT WING S5 CHAN CHING TUNG ANDREA	Programming Obstacle Course Battle (Level 1 Certification)/ Remote-Controlled Speed Sniper Battle (Level 1 Certification)
UNSDGs Debating Competition 24-25	S4 CHOW TSZ HEI S4 NG CHING YIN S4 TANG HIU YAN	Champion
HuaXiaBei Heat 2025	S2 LIN SITONG EMMA S3 NGAI YIN CHING S3 SZE HOI NAM S1 OU SZE NGA S1 CHO WAN CHING ANGEL S2 WONG HONG WAI S2 LAI AMILIA S2 WONG LAM WING S3 CHEUNG SHUK LING CHRISTINA S3 LAU YUEN CHING S3 TIN LOK LAM	Second Award Third Award
42nd Hong Kong Mathematics Olympiad	S5 TIN TSZ CHING	Honourable Mention
The Hong Kong Mathematical High Achievers Selection Contest 2024-2025	S3 SZE HOI NAM	Third Award
Joint School Chinese Debate Competition	S1 TAM HAU YEE S1 TONG TSZ KIU JESSICA S2 LEE KA CHING PEARL S2 LEUNG CHIN LING S3 NGAI YIN CHING S4 CHAN HIU YU TRIXIA	Winner
CCC Maths Digit Game 2425	S5 FONG HO CHING NICOLE S5 MAK SEA FAN S5 WONG SZE WING	Individual Third Award
Python Application Challenge 2025	S2 LIN SELINA S2 PENG XIN DI S2 CHAN WAI YING S2 NG LONG KI	Second Place Third Place
ICAS Mathematics 2025	S3 WANG ZIYU S3 LAM KWAN YI	Merit Credit



	S3 CHAN LOK YAN ALICE S3 LAM SUM CHING S3 SZE HOI NAM	Distinction
27th Hong Kong Primary and Secondary School Putonghua Speech Contest 2025	S1 LIAO FIONA S1 WANG NUOYI S4 CHAN TSZ CHING S4 CHIU FEI YEUNG S4 YAU YIN YAT	Merit Award Outstanding Star Award
MathConceptition 2025	S2 LEUNG CHING MAN S2 WONG HEI LAM	Bronze
Hong Kong Student Science Project Competition	S5 CHAN HIU NAM ISABELLA S5 LO NGO YIN VINCCI S5 WONG SUM YEE S5 WONG YI LAM S5 YONG THENG SIM	Champion (Senior - Investigation)
Hong Kong Regional Contest of the MATE International ROV Competition	S1 CHENG LAI YING S2 WONG HONG WAI S3 TSANG PUI WAI S3 TSANG WING CHING S3 FUNG KA SIN S3 TIN LOK LAM S4 WONG HANG CHI GIGI S4 CHIU FEI YEUNG S4 YANG SIN SIN S4 CHING SIU WAI	Champion
Hong Kong Championship for Adobe Certified Professionals (ACP) 2025	S3 LAM SUM CHING S4 FOK TIN LAM TINA S3 CHENG YAT NAM ADELYN S4 YEUNG HO YING	Champion Gold Award Silver Award
The Microsoft Office Specialist Championship (MOS) Hong Kong 2025	S5 IP CHI CHING S3 HO PIK YEE S5 LEE NGO CHING	Champion in PowerPoint 365 Gold Award
“Sprouting new thoughts, Soaring to new heights” Chinese Essay Competition	S1 HUNG PUI CHUN TINA S2 WONG LAM WING S3 LEE KA WAN S4 TANG HIU YAN S5 SO MING YAN S1 TONG TSZ KIU JESSICA S2 LEUNG CHING MAN S3 WANG ZIYU S4 TING YUET HEI S5 AU OI CHING CHARMAIN S1 LI WAI LAM S2 WONG HONG WAI S2 SIU YIU S3 LAI YAN CHING S4 TSUI YEE TING S5 ZHU WEIQI	Champion First Runner-up Second Runner-up
The Inter-School Mathematics Contest 2025	S5 TIN TSZ CHING	Third-Class Honour
STEM+E Competition	S4 ZENG WAT WING	MVP



<i>Sports</i>		
Inter-School Swimming Competition 2024-2025 (Division Two)	S3 HON TSZ TUNG S6 CHAN CHOI YING S6 WONG CHUNG YAN S6 LEUNG MAN WAI S1 PANG MAN PUI S1 CHONG AILIS HO QIU S1 SUN HEI CHING DAPHNEY S2 YEUNG HO YUET S3 HON TSZ TUNG S6 CHAN CHOI YING S6 WONG CHUNG YAN S6 LEUNG MAN WAI S3 HON TSZ TUNG S6 WONG CHUNG YAN S6 LEUNG MAN WAI S1 CHONG AILIS HO QIU S2 YEUNG HO YUET S6 LEUNG MAN WAI S2 YEUNG HO YUET S1 CHONG AILIS HO QIU S6 WONG CHUNG YAN S3 HON TSZ TUNG	4x50m Medley Relay Champion 4 x50m Medley Relay 2nd Runner-up Grade A Overall 3rd Runner-up Grade A 50m Freestyle Champion Grade A 50m Freestyle 3rd Runner-up Grade A 50m Backstroke Champion Grade C 200m Freestyle Champion 50m Breaststroke 1st Runner-up 50m Butterfly Champion 100m Breaststroke Champion 100m Breaststroke 1st Runner-up 100m Freestyle 2nd Runner-up 200m Individual Medley Champion
2024-25 Hong Kong Baseball5 Competition (Community Category)	S3 FUNG WUN TING S3 TSANG YUEN CHING S3 CHENG SZE YEE CHERYL S3 HON CHIH YU S3 WONG TEEN YUE S3 CHEUNG TING HEI S4 MA HANG YEE	3rd Runner Up
HKSSF Inter-school Athletics Competition (Division 3)	S3 HON TSZ TUNG S3 HON TSZ TUNG S4 LAI NGA WING S5 CHUN KA YAN S5 TANG TSZ TUNG S4 TSUI YEE TING S4 LAI NGA WING S4 TSUI YEE TING S4 TSUI YEE TING S4 LAI NGA WING S5 LO NGO YIN VINCCI	Grade A 4x100m Relay Champion Grade A 4x400m Relay 2nd Runner-up Grade A Discus 2nd Runner-up Grade A Discus 3rd Runner-up Grade A Shot Put Champion Grade A Overall 1st Runner-up



	S5 CHUN KA YAN S5 TANG TSZ TUNG S6 CHEUNG CHEUK WING DEBORAH S4 LAI NGA WING S5 LO NGO YIN VINCCI S5 CHUN KA YAN S3 LAU YAN TING NATALIE S3 LAM YAT ON S3 NGAI BOON GA JESSICA S3 WONG HEI NAM KAYCE S4 MA HOI YIU S4 HUANG HOI CHING S1 YIP HO YAN S1 LAM WAI YAN S1 TSE TSZ YU S2 LOONG SZE WAI JASMINE S2 SIU HO KIU S1 YIP HO YAN S1 LAM WAI YAN S1 TSE TSZ YU S2 LOONG SZE WAI JASMINE S2 SIU HO KIU S2 SIU HO KIU S2 SIU HO KIU S2 LOONG SZE WAI JASMINE S1 TSE TSZ YU S1 YIP HO YAN S1 LAM WAI YAN S1 TSE TSZ YU S2 LOONG SZE WAI JASMINE S2 SIU HO KIU S3 LAU YAN TING NATALIE S3 LAM YAT ON S3 HON TSZ TUNG S3 NGAI BOON GA JESSICA S3 WONG HEI NAM KAYCE S4 MA HOI YIU S4 TSUI YEE TING S4 HUANG HOI CHING S4 LAI NGA WING S5 LO NGO YIN VINCCI S5 CHUN KA YAN S5 TANG TSZ TUNG S6 CHEUNG CHEUK WING DEBORAH	Grade A High Jump 3rd Runner-up Grade A 100m Hurdle 3rd Runner-up Grade A Javelin 3rd Runner-up Grade B 4x100m Relay 2nd Runner-up Grade B Discus 3rd Runner-up Grade B Javelin 1st Runner-up Grade C 4x400m Relay Champion Grade C Overall 1st Runner-up Grade C 400M Champion Grade C 200m 2nd Runner-up Grade C 800M 3rd Runner-up Girl C Discus Champion Overall 1st Runner-up
The Hong Kong Management Association K S Lo College	S1 CHENG CHIT CHING	Women's Recurve Junior Group Individual Award



30th Anniversary School Celebration Archery Championship	S4 YU PUI LAM S5 CHAN CHING TUNG ANDREA S5 LAM WING SHAN S5 LAM WING SHAN	12th place Women's Recurve Senior Group Overall 2nd Runner-up Women's Recurve Senior Group Individual Award 2nd Runner-up
Lions Club Hong Kong Student Basketball Tournament 2024	S3 LO LONG KA S3 SIN YAU YIN S3 WANG SZE YUI HANNAH S4 MA HOI YIU	U14 First Runner-up
BOCHK Beach Volleyball Cup 2024-2025 (Division 3, Girls Senior Grade)	S5 CHOW YIN CHING S6 YUEN CHI CHING MICHELLE S6 CHEUNG CHEUK WING DEBORAH	2nd Runner-up
HKSSF Inter-school Basketball Grade A Competition (Division 1)	S4 CHEUNG CHING MAN S4 TSUI YEE TING S4 LAI NGA WING S5 CHUN KA YAN S5 TANG TSZ TUNG S6 TSE TSZ CHING S6 LAM KA LAI	Grade A 3rd Runner-up Overall 2nd Runner-up
Inter-School Volleyball Competition 2024-2025 Division Three (Kowloon 1)-Girls A Grade	S4 HONG AURORA XIYAO S5 CHAU WING YIN S5 CHAN HIN FEI S5 CHOW YIN CHING S5 TSE HOI CHING S6 YUEN CHI CHING MICHELLE S6 CHEUNG CHEUK WING DEBORAH S6 TAI SUM YU S6 AU WING CHI	2nd Runner Up
2024-25 Hong Kong Baseball5 Competition (School Category)	S3 TSANG YUEN CHING S3 CHENG SZE YEE CHERYL S3 HON CHIH YU S3 WONG TEEN YUE S3 CHEUNG TING HEI S4 MA HANG YEE S4 YIP YAN YAU	1st Runner Up
Inter-School Cross Country Competition (Division 3 Area 3)	S3 HON TSZ TUNG S4 CHEUNG CHING MAN S4 LAI NGA WING S5 CHUN KA YAN S5 SO PUI CHING S5 TANG TSZ TUNG S3 HON TSZ TUNG S1 CHONG AILIS HO QIU S1 LAM WAI YAN S2 LOONG SZE WAI JASMINE S2 SIU HO KIU S2 PENG XIN DI S1 CHONG AILIS HO QIU	Grade A Overall 2nd Runner-up Grade A Individual 1st Runner-up Grade C Overall Champion Grade C Individual Champion



	S3 LO LONG KA S3 SIN YAU YIN S3 LAI YAN CHING S3 WANG SZE YUI HANNAH S4 CHAN AGNES S4 MA HOI YIU S4 HO WING YIU	
Music & Performance		
1st Hong Kong Youth Tea Culture Ambassador Competition	S3 CHAN TSZ YIN S3 TSANG PUI WAI S3 SUEN FONG CHING S3 TSANG YUEN CHING S3 WONG WAI YAN S3 CHEUNG SHUK LING CHRISTINA S3 CHOY ON NI ANNIE S3 NG KWAN YEE	Best Performance Award
1st Intangible Cultural Heritage Cheongsam (Qipao) Design Competition Junior Secondary Category	S2 TANG RUO JI S3 LAU PUI LAM	First Runner-up Merit
Guangdong-Hong Kong Academic Fashion Design Competition Secondary School Category	S3 LEE WING	First Runner-up
The “Historical and Cultural Tour Guide Ambassador Training Program”	S2 WONG CHEUK YU	The Best Tour Guide Ambassador
2024-2025 National Secondary Students Essay Writing Competition (Hong Kong Division)	S3 CHOW ON NA S4 FONG KIT YU S5 LIU YIJIA S5 SO MING YAN S5 LAM WING CHAU S5 TSE SZE KEI	Silver Award Merit Award
9th Hong Kong Inter-School 'Chinese History Decoding' — Electronic Greeting Card Design Competition	S2 KWOK HEI SHUN S2 WONG CHEUK YU	Outstanding Award
The Hong Kong Inter-School Choral Festival 2025	S1 NG RICHELLE S1 WONG OI LAM AMBER S1 YUEN PUI GA S1 CHONG AILIS HO QIU S1 CHU SIN FUNG S1 IO LAP YAN S1 LAI YI CHING S1 LIU YAN NAM S1 NG CHEUK YING JASLYN S2 SZE CHEUK NI CHARLIE S2 WU TSZ LAM JASMINE S2 CHAN KA LOK S2 CHEN MUI YU S2 FUNG SIU TING S2 LO CHUN HEI S2 CHAN WAI YING	Silver



	S2 JIANG JIA YI S2 LEUNG HOI CHING S2 LO SUM YUET S3 LAM YAT ON S3 TSUI TSZ NAM CELIA S3 CHAN TSZ LAM CASSIE S3 CHEUNG HO KEI S3 HO PIK YEE S3 LAM SUM CHING S3 LAW TSZ KI S3 LEUNG MEI SZE S3 SZE HOI NAM S3 THAPA SUBBA GIA AASTHA S3 TIN LOK LAM S3 WONG HEI NAM KAYCE S3 YEUNG HEI YU S4 MA CHEUK YU S4 CHAN LOK SUM S4 HONG AURORA XIYAO S5 LEUNG PO MAN KIDDIE	
Short Video Competition on "Family Values: Our Cherished Legacy"	S3 TAO YI JING S3 CHENG YAT NAM ADELYN S3 YIP HEUNG YIU S4 CHAN YI JUN S4 FOK TIN LAM TINA S4 LEUNG HOI KIU	Champion (Junior Secondary Category) 1st Runner-up (Junior Secondary Category)
NStory Short Video Competition	S4 FOK TIN LAM TINA S5 LEUNG PO MAN KIDDIE S5 LOO PUI YAN MELISSA S5 TSUNG YEE KIU	Award
77th Hong Kong Schools Music Festival - Secondary School Choir - Foreign Language - Mixed Voice - First Division - Junior	S1 CHEUNG SUM MAAN BERNICE S1 KONG NOK CHING CHLOE S1 LIN JIAXI S1 TSUI SUM YUET S1 CHAN KA YI S1 CHOI PUI YI S1 HUNG POK CHI S1 IP CHING NAM S1 LAW PUI SZE S1 LIAO FIONA S1 LUI PUI YAN S1 NG YUK HEI S1 WU TSZ YUET S1 YANG YUEHAN S1 YIP HO YAN S1 CHEUNG SUM YIN S1 FU HING YEE CINDY S1 LAM YAN YUET GRACE S1 LO SUM YI S1 O ELLY YI TING S1 SO HILLY S1 SUN BAO YI BELLA S1 TSOI YAN TUNG	Silver



	S1 ZHOU YILU S1 TAM HAU YEE S2 SZE CHEUK NI CHARLIE S2 CHAN KA LOK S2 FUNG SIU TING S2 WONG SUM YIU S2 CHAN WAI YING S3 CHAN HONG YUET S3 KOO YUET S3 LEUNG HOI TUNG S5 LO NGO YIN VINCCI	
77th Hong Kong Schools Music Festival- Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Senior	S1 NG RICHELLE S1 WONG OI LAM AMBER S1 YIP CHEUK NAM S1 YUEN PUI GA S1 CHONG AILIS HO QIU S1 CHU SIN FUNG S1 IO LAP YAN S1 LAI YI CHING S1 LIU YAN NAM S1 NG CHEUK YING JASLYN S2 WU TSZ LAM JASMINE S2 CHEN MUI YU S2 LO CHUN HEI S2 JIANG JIA YI S2 LEUNG HOI CHING S2 LO SUM YUET S3 CHAN TSZ YIN S3 LAM YAT ON S3 TSUI TSZ NAM CELIA S3 CHAN TSZ LAM CASSIE S3 CHEUNG HO KEI S3 HO PIK YEE S3 LAM SUM CHING S3 LAW TSZ KI S3 LEUNG MEI SZE S3 SZE HOI NAM S3 THAPA SUBBA GIA AASTHA S3 TIN LOK LAM S3 WONG HEI NAM KAYCE S3 YEUNG HEI YU S4 MA CHEUK YU S4 CHAN LOK SUM S4 HONG AURORA XIYAO S5 LEUNG PO MAN KIDDIE	Silver
77th Hong Kong Schools Music Festival- Secondary School Choir — Chinese — Girls — Second Division — Junior	S1 TSUI SUM YUET S1 CHAN KA YI S1 CHOI PUI YI S1 HUNG POK CHI S1 IP CHING NAM S1 LAW PUI SZE S1 LIAO FIONA S1 LUI PUI YAN S1 NG YUK HEI	Silver



	S1 WU TSZ YUET S1 YANG YUEHAN S1 YIP HO YAN S1 FU HING YEE CINDY S1 LAM YAN YUET GRACE S1 LO SUM YI S1 NG RICHELLE S1 O ELLY YI TING S1 SO HILLY S1 SUN BAO YI BELLA S1 SUN CHI CHING S1 TSOI YAN TUNG S1 WONG OI LAM AMBER S1 YIP CHEUK NAM S1 YUEN PUI GA S1 ZHOU YILU S1 CHONG AILIS HO QIU S1 CHU SIN FUNG S1 IO LAP YAN S1 LAI YI CHING S1 LIU YAN NAM S1 NG CHEUK YING JASLYN S1 TAM HAU YEE S2 SZE CHEUK NI CHARLIE S2 WU TSZ LAM JASMINE S2 CHAN KA LOK S2 CHEN MUI YU S2 FUNG SIU TING S2 LO CHUN HEI S2 WONG SUM YIU S2 CHAN WAI YING S2 JIANG JIA YI S2 LEUNG HOI CHING S2 LO SUM YUET S3 CHAN HONG YUET S3 KOO YUET S3 LEUNG HOI TUNG S3 LAM YAT ON S3 TSUI TSZ NAM CELIA S3 CHAN TSZ LAM CASSIE S3 CHEUNG HO KEI S3 HO PIK YEE S3 LAM SUM CHING S3 LAW TSZ KI S3 LEUNG MEI SZE S3 SZE HOI NAM S3 THAPA SUBBA GIA AASTHA S3 TIN LOK LAM S3 WONG HEI NAM KAYCE S3 YEUNG HEI YU S4 MA CHEUK YU S4 CHAN LOK SUM	
"Digi-Science" Video Production Competition for	S3 CHAN TSZ LAM CASSIE S3 CHEUNG HO KEI	Champion



	S4 AU KYLIE	Silver ; Xylophone Solo - Secondary School – Silver Vocal Solo - Foreign Language - Soprano - Secondary School - Silver and Third ; Vocal Solo – Chinese – Female Voice – Secondary School - Silver and Champion
Joint School Music Competition 2025 - Strings (Secondary School)	S5 IP CHI CHING S5 LAW TSZ WAI S5 LI TSZ CHING S5 WAN WING YU S5 CHOW YIN CHING	Silver
Joint School Music Competition 2025 - Symphony Orchestra (Secondary)	S1 CHEN VANESSA S1 LUI PUI YAN S1 CHAN CHEUK KIU S1 LAU NGA TING S1 SUN BAO YI BELLA S1 WONG OI LAM AMBER S1 YIP CHEUK NAM S1 LEE KA WING JESSICA S1 LIU MICHELLE KEXIN S1 NG CHEUK YING JASLYN S2 CHAN HUI YIN S2 KWOK BUI YEE BOE S2 LI KA KI KIKI S2 LUN HEI MAN S2 CHEUNG WING MAN S2 CHU YING FEI S2 EZRAH JEEZELLE AGUSTIN S2 LIN SELINA S2 WONG LAM WING S3 LAM YAT ON S3 SUEN FONG CHING S3 TANG HIU TUNG EVELYN S3 TSE NOK YI S3 CHENG YAT NAM ADELYN S3 LEUNG MEI SZE S3 NG TSZ YAN S3 TAI SZE CHING S4 HO MAN KWAN S4 LIU LOK YI S4 CHIU SUM YAU JESSENIA S5 IP CHI CHING S5 LAW TSZ WAI S5 LEE CHING YIU YURI S5 LI TSZ CHING S5 WAN WING YU S5 CHOW YIN CHING	Silver
"Hong Kong: City Colors" Drawing Competition	S3 LEE WING	Champion



17th English Radio Drama Competition	S3 CHAN TSZ LAM CASSIE S3 TIN LOK LAM S3 WONG HEI NAM KAYCE S3 YEUNG HEI YU	Merit
Hong Kong School Drama Festival (2024/25)	S2 TSANG HING YAN S2 XIANG YI JIN ERIN S2 LUO SINDY S2 SO TSZ LAM S2 CHEUNG WAN CHING S2 CHU YING FEI S2 COLLINS JASMINE HEATHER S2 LAI AMILIA S2 LAU SHUN HEI S2 LI YAN YI S2 EZRAH JEEZELLE AGUSTIN S3 CHEN YEE CHING S3 WONG SUM YIN S3 NGAI YIN CHING S3 TIN LOK LAM S3 THAPA SUBBA GIA AASTHA S3 CHAN TSZ LAM CASSIE S3 WONG HEI NAM KAYCE S3 YEUNG HEI YU S3 CHENG YAT NAM ADELYN S3 TAI SZE CHING S3 FUNG KA SIN S4 NG WING TUNG S4 LAM CHOR HEI S4 CHEUNG NGAR YIN AVELINE S4 CHAN HIU YU TRIXIA S5 LEUNG PO MAN KIDDIE S5 WAN SIN TUNG CECI	Outstanding Cooperation
Hong Kong School Drama Festival (2024/25)	S2 CHU YING FEI S2 EZRAH JEEZELLE AGUSTIN S3 CHAN TSZ LAM CASSIE S3 WONG HEI NAM KAYCE S3 TAI SZE CHING	Outstanding Performers
2025 International Youth Talent Musician Competition - Ensemble Class - 17 or above people group	S1 CHEN VANESSA S1 LUI PUI YAN S1 CHAN CHEUK KIU S1 LAU NGA TING S1 SUN BAO YI BELLA S1 WONG OI LAM AMBER S1 YIP CHEUK NAM S1 LEE KA WING JESSICA S1 LIU MICHELLE KEXIN S1 NG CHEUK YING JASLYN S2 CHAN HUI YIN S2 KWOK BUI YEE BOE S2 LI KA KI KIKI S2 LUN HEI MAN S2 CHEUNG WING MAN	Youth Talent Musician Silver Prize - The Second Prize



	S2 CHU YING FEI S2 EZRAH JEEZELLE AGUSTIN S2 LIN SELINA S2 WONG LAM WING S3 LAM YAT ON S3 SUEN FONG CHING S3 TANG HIU TUNG EVELYN S3 TSE NOK YI S3 CHENG YAT NAM ADELYN S3 LEUNG MEI SZE S3 NG TSZ YAN S3 TAI SZE CHING S4 HO MAN KWAN S4 LIU LOK YI S4 CHIU SUM YAU JESSENIA S5 P CHI CHING S5 LAW TSZ WAI S5 LEE CHING YIU YURI S5 LI TSZ CHING S5 WAN WING YU S5 CHOW YIN CHING	
2025 International Youth Talent Musician Competition - Ensemble Class (Western Music) - 2-16 people small group	S5 IP CHI CHING S5 LAW TSZ WAI S5 LI TSZ CHING S5 WAN WING YU S5 CHOW YIN CHING	Youth Talent Musician Gold Prize - The Second Prize
Others		
Hong Kong Inter-school Civic Education Officer Competition	S6 SO KA YUK	Hong Kong Outstanding Civic Education Officers
JC VOLUNTEER TOGETHER Outstanding Caring School Award	S6 LAM CHO MAN S6 KING HIU YING S5 CHEUNG KA LAM S5 LAU CHEUK WAI KERRY S5 LEE KA YING S5 YUEN SHAN YAP S5 LAM WING CHAU	JC VOLUNTEER TOGETHER Outstanding Caring School Award
4C Youth Volunteer Leadership Project Award	S4 CHAN HOI LAAM S4 NG MAN HEI	Outstanding Volunteer Award
“YM Volunteer@SCHOOL” SDGs Award	S5 CHEUNG KA LAM S5 LAU CHEUK WAI KERRY S5 LEE KA YING S5 YUEN SHAN YAP S5 LAM WING CHAU	The Best Student
3rd Love Action Award 2024	S4 CHAN HOI LAAM S4 TANG HIU YAN	Outstanding Award Recognition Award
CCC Rummikub Game 2425	S2 LIN SITONG EMMA	Individual Second Award, Best Performer
2024-2025 “Be the Light” Service Learning Award Scheme	S3 TSANG YUEN CHING S3 MAK WAI KAY S4 CHAN HOI LAAM S4 TANG HIU YAN S4 CHU CHING LAM S5 LAM WING CHAU S5 LAM WING SHAN	Gold Award Silver Award



	S4 LIM TSZ CHING S4 FONG KIT YU S5 LEE CHING YIU YURI S3 CHOW ON NA S3 LEUNG MEI SZE S4 LAM CHOR HEI S4 LIU LOK YI S4 NG CHING YIN S4 WONG HANG CHI GIGI S4 YAU YIN YAT S4 CHEUNG NGAR YIN AVELINE S4 ZENG WAT WING	Bronze Award
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MAJOR CONCERNS

5.1 Achievements and Reflections for the year 2024-2025

■ Major Concern 1:

Cultivate students' Growth Mindset when facing learning challenges and enhance their ability to develop deep thinking skills: PRIVA.

Achievements

A. Fostering a Growth Mindset in Students

■ Introducing Core Values of Growth Mindset

- ◆ At the beginning of the academic year, the principal introduced the theme: "Sprouting New Thoughts, Soaring to New Heights". This gave students a preliminary understanding of the school's focus for the year. The growth handbook included various knowledge related to a growth mindset.
- ◆ Commemorative cards and stickers were distributed to promote a growth mindset. These souvenirs, beautifully designed and imbued with the profound connotations of a growth mindset, aimed to influence students' ways of thinking subtly. Feedback from students indicated that these activities and materials significantly enhanced their understanding of the growth mindset.
- ◆ During the Wednesday morning assembly, each class produced a video to promote the growth mindset and encourage positive thinking among students. The creative outputs of the students demonstrated their precise understanding of the growth mindset and its application to various life situations. Feedback from students indicated that these materials significantly enhanced their understanding of the growth mindset.

■ Teaching Students to Embrace a Growth Mindset

- ◆ On 10th September, Edwind Chen, an expert from EDU SMART, was invited to deliver a speech promoting the core values of the growth mindset. During the presentation, students listened attentively and actively participated in interactive games to distinguish between fixed and growth mindsets. According to the students' feedback, they gained valuable insights into applying these concepts to their lives. One S6 student shared personal experiences about learning from mistakes, further emphasizing the event's impact on fostering a growth-oriented mindset.
- ◆ The Learning and Teaching Committee organized the kick-off ceremony for the Academy for Gifted Students of KTL, attended by guests including Dr. Lam Tat Ho, Chief Curriculum Development Officer (Gifted Education) from the Education Bureau, and Wong Kam Yiu, Director of the Hong Kong Academy for Gifted Education. Student representatives shared personal growth experiences in pursuit of excellence. Feedback from participants indicated that over 100 attendees left the event with renewed enthusiasm for personal growth and academic success.
- ◆ Reading activities were arranged during the Morning Reading Session to promote the concept of a growth mindset further. Relevant books were displayed in a book exhibition at the library, introducing the idea theoretically to students. During the Morning Reading Session, students were encouraged to read and discuss the books. Student worksheets collected during these sessions revealed that many students gained insights into effective learning strategies and how to confront challenges positively.



■ Encouraging Application of Growth Mindset in Learning

- ◆ During the Summer Institute, S1 students were introduced to learning strategies under the theme "I Can Learn How." Observations showed active participation, with students engaging in self-assessments and goal-setting exercises. Feedback demonstrated that students felt more empowered in managing their learning processes.
- ◆ The "Not Yet" concept was integrated across various subjects, helping students understand that difficulties are stepping stones rather than obstacles. Subjects such as Geography, BAFS, and Chinese adopted a retest system, which students reported as beneficial. Observations indicated that this system not only allowed students to reassess their skills but also enhanced their self-confidence and motivation to learn.
- ◆ For S6 students, the "Go for Gold" learning plan was implemented to encourage improvement through group guidance. In the form-based view sharing session, S6 students reported that the Go for Gold learning plan helped them identify shortcomings more clearly and provided sufficient time for review and homework, improving learning efficiency and enhancing self-awareness and self-management skills.

■ Introducing Growth Mindset to Teachers and Parents

- ◆ An event aimed at introducing the concept of a growth mindset to teachers was held. This included a Teachers' Development Day featuring a workshop led by Professor Lam Chak-fu from the City University of Hong Kong, focusing on fostering a growth mindset through positive leadership. Observations indicated that teachers actively participated in discussions and reflected on their teaching practices. This prompted an evaluation of current methods and considerations for incorporating growth mindset principles into the classroom.
- ◆ The growth mindset was also introduced to parents through workshops and seminars led by experts, including Ms. Ma Luming on cultivating resilience among children and adolescents, and Dr. Lee Sheng-lin on hopes for children. Parents received practical strategies and insights on nurturing a growth mindset in their children, as well as promoting health, well-being, and academic success. A survey revealed high satisfaction among parents regarding the content and format of the workshops and seminars. Fifty percent indicated that the sessions were extremely helpful, while the other fifty percent found them helpful. Parents expressed a desire for more similar events to be organized.

B. Enhancing Deep Thinking Skills: The PRIVA Framework

■ Promoting Deep Thinking Skills: Pragmatic and Inquisitive Learners

- ◆ Through the introduction of the growth handbook and the display of campus posters, students developed a foundational understanding of the "PRIVA" framework, which fostered an environment that emphasizes deep thinking. Feedback from students during the Opening Ceremony and S1 Orientation Day indicated that the creative problem-solving skills introduced were both engaging and valuable for their learning. Many students reported feeling encouraged to apply these techniques throughout their academic journeys, which cultivated their innovative thinking and problem-solving abilities, guiding them to become more pragmatic and inquisitive learners.

■ Developing a Curriculum that Fosters Pragmatic and Inquisitive Thinking Skills

- ◆ Creative problem-solving skills were strongly emphasized across various subjects. In Chinese and English classes, students actively engaged in divergent and convergent thinking exercises. Teacher observations noted that students generated a multitude of ideas, exploring diverse story concepts and



perspectives. This was supported by student feedback, which highlighted their enjoyment and understanding of the creative process.

- ◆ In History and Geography classes, students combined historical facts with current environmental issues to devise strategies for addressing real-life situations. This interdisciplinary approach not only deepened their understanding but also encouraged them to apply creative problem-solving skills effectively.
- ◆ During the S3 STEAM project, students utilized these strategies to conceptualize inventions, showcasing their creativity and design thinking. Observations indicated increased engagement and enthusiasm among students as they embraced the challenges posed by the project.
- ◆ The Mathematics Department participated in the Quality Education Fund's thematic network program (QTN), leading collaborative efforts with four other schools to promote mathematical modeling. In S3 classes, students took part in open demonstration lessons where they acted as teachers, utilizing mathematical modeling to select students for exchange programs. Feedback from students revealed that they appreciated the real-world applications of mathematical concepts, enhancing their pragmatic learning experiences.
- ◆ Evidence from students' coursework, mind maps, and classroom performances demonstrated their ability to propose multiple solutions to problems, reflecting significant growth in cognitive skills. Teachers noted that students were increasingly capable of applying their knowledge to practical situations, further validating the effectiveness of the curriculum.

■ Organizing Learning Activities for Inquiry-Based Learning

To promote excellence, the school collaborated with various universities and expert teams on inquiry-based and advanced activities.

- ◆ The Biology Department's participation in the International Genetic Engineering Competition in Paris allowed students to research "Synthesized Peptides with Potential Value for Lung Cancer Treatment". Their success in winning a gold medal and receiving nominations for Best Education and Best Model showcased their ability to address medical challenges through scientific inquiry.
- ◆ The Mathematics Department, in collaboration with City University of Hong Kong, developed an application to tackle learning issues faced by junior secondary students. Student feedback highlighted the practical benefits of this initiative, particularly when they won a merit award for the "Healing Birds Smart Healthcare" app, demonstrating their capacity to apply mathematical knowledge to solve real-world problems.
- ◆ The Computer Science Department organized a UX/UI design course with HKU Space and the Seed Foundation, resulting in user-centered interface designs that met market needs. Student evaluations indicated a strong interest in the design process and its practical implications.
- ◆ The Chinese Department collaborated with the Education Bureau's Gifted Education Section to enhance classical poetry teaching through the "Feihua Ling" activity. Student reflections showed a deeper appreciation for classical literature, particularly through inquiry-based exploration of the works of lyricist Li Qingzhao.
- ◆ The English Department's "World Within Words" module integrated reading, writing, listening, and speaking with global issues. Students reported that it broadened their perspectives and prepared them for global citizenship.
- ◆ The Chinese History Department's "Quest for Truth, Pursuit of Light" curriculum promoted inquiry-based learning by encouraging students to explore



historical events from multiple angles. Teachers observed heightened engagement and curiosity among students as they participated in this exploration. Additionally, we achieved excellent results in various competitions, including Chinese Virtues Inter-school Speech Finals, Star of Literature in National Secondary Schools Writing Competition, and the 75th Anniversary Couplets Competition at the Chinese University of Hong Kong's New Asia College.

- ◆ Historical Reality Puzzle Competition and Intangible Cultural Heritage Expo, designed by the Chinese History Department in collaboration with the Hong Kong Subsidized Secondary Schools Council, involved students in creating a historical escape game. Feedback from participants indicated that this engaging format made history more relatable and enjoyable.
- ◆ The Economics and BAFS Departments implemented the BIZ@ entrepreneurship program, allowing students to apply economic and marketing theories while operating an on-campus grid store. Observations revealed that students developed a practical understanding of business operations through this hands-on experience. Our team won the 3rd Runner-up at “Talk Business - Hong Kong Secondary Schools Business Consultancy Championship” organized by the HK28 Youth Development Platform. Our students also benefited from the Project M² Leadership Program. Over a period of three days, students had the opportunity to connect with influential business leaders from various fields in Hong Kong, including finance, entrepreneurship, retail, and engaged in collaborative group projects.

■ Cultivating Generic Skills of Pragmatic and Inquisitive Learners

- ◆ In STEAM project learning, the Science Department's collaboration with City University of Hong Kong has enabled students to effectively use AI tools for scientific research. Teacher observations reveal that students are becoming skilled at searching for and retrieving scientific papers, which aids them in quickly obtaining necessary information. Student feedback supports this, with many noting a substantial improvement in their ability to utilize information technology.
- ◆ The Mathematics Department's partnership with The Education University of Hong Kong has introduced AI computational techniques that allow for precise identification of errors in students' calculations. Teachers have observed that this immediate feedback mechanism not only enhances learning efficiency but also fosters good self-correction habits. Students have reported feeling more confident in their mathematical abilities as a result.
- ◆ In the collaboration between the Computer Literacy Department and Chinese Language Department, students received coaching on creating visuals and narratives using Generative AI technology. Feedback from participants in the 'Yunyou Tongyi Alibaba Cloud Inter-School AI Competition' highlighted their excitement about the fusion of science, technology, and literature. The school not only won the award for the most participating school but also secured third place for the joint work of F.5 students, showcasing the effectiveness of this initiative.

■ Promoting Reading Skills

- ◆ The Reading Promotion Committee has collaborated with the Chinese and English Departments to organize diverse reading workshops and author talks. Feedback from students participating in five lunchtime workshops focused on British literature showed high levels of engagement, reflecting their ability to explore a wider range of literary works. The "Book Aroma and Tea Rhythm" reading workshops have also seen active participation from junior secondary

students, allowing them to delve into various literary pieces.

- ◆ Guest authors, such as Ye Xiaowen, Wu Junxian, and editor Bao Guohong, have provided students with insights into appreciating short stories and understanding the relationship between life and literature. Student feedback indicates that these sessions have effectively guided them into the world of natural literature.
- Developing Staff Professional Growth
 - ◆ During the Staff Retreat, the Asian Artificial Intelligence Alliance hosted a seminar aimed at enhancing teachers' professional skills. Observations from attending teachers revealed that learning about AI applications in education was particularly beneficial. The school's investment in GoodClass and Chinese Writing Wizard services, along with collaborations with the Asian Artificial Intelligence Alliance and the University of Science and Technology, has significantly supported teachers in utilizing AI platforms for teaching, grading, and administrative tasks. Teachers reported improvements in administrative efficiency and teaching quality as a direct result.
 - ◆ During the Staff Development Day in October, teachers from various departments shared their experiences in using creative problem-solving skills to enhance learning. Observations showed that case studies and interactive teaching activities organized by the Learning and Teaching Committee inspired teachers to apply creative solutions to their instructional challenges. Feedback indicated that this event positively influenced their teaching approaches, significantly enhancing overall teaching quality. During the Teacher Development Day in June, teachers also shared outstanding teaching arrangements, enabling fellow educators to learn how to integrate AI into teaching and to implement the inquiry - based learning teaching methodology. Teachers indicated that they were able to gain inspiration from these sharing sessions.

Summary:

From teacher observations, it is evident that nearly all students understand the growth mindset. Additionally, students are familiar with concepts such as the difference between a growth mindset and a fixed mindset, the idea of "NOT YET", and the appropriate attitudes to adopt when facing failure.

A total of 430 students completed a questionnaire survey included in the handbook. Regarding the statement, "You're born with a certain amount of intelligence, and it isn't something that can be changed," 39.8% disagreed, while 50.2% strongly disagreed. Furthermore, 92.3% indicated that intelligence can increase or decrease depending on whether or not you spend time exercising your mind. This shows that students recognize and embrace the growth mindset.

Students' attitudes have become increasingly positive, and they are now more willing to take on challenges than in the past. Participation in science and math competitions has also risen. During Counseling Day, teachers noted that more students with good grades were reflecting on ways to improve when they encountered peers with even better results. At a form-based view sharing session, it was observed that students with weaker grades were more eager to join the "Go for Gold" sessions to explore improvement strategies. Additionally, members of the Administrative Committee reported that teachers are actively exploring instructional methods to enhance student performance.

In the APASO (Assessment Program for Affective and Social Outcomes) survey, the value for multi-perspective thinking in terms of higher-order thinking skills is 116, indicating that students perform exceptionally well in this area, which is crucial for developing creative problem-solving skills. Strong multi-perspective thinking allows students to respond flexibly to various problems and propose innovative solutions. In item 5, "Teachers often arrange various learning activities,



such as discussions, field trips, sharing reading insights, and oral reports,” the value is 3.8, showing that students are delighted with diverse learning activities. These activities help cultivate students' creative problem-solving abilities by encouraging them to apply their learned knowledge in real-life situations. In item 4, “Teachers often allow us to explore different topics both in and out of the classroom,” the value is 3.7, indicating students' recognition of exploratory learning. This demonstrates that teachers provide opportunities for exploratory learning, enabling students to actively seek answers in their studies.

Reflections:

The school has successfully established an atmosphere that fosters a growth mindset among students. Looking ahead, students practising a growth mindset may experience a lack of confidence when their abilities fall short, especially during setbacks in tests and exams. They may become easily discouraged and may not know how to improve. Therefore, it is essential to enhance students' abilities, help them overcome mental barriers, and establish more disciplined learning habits.

In terms of higher-order thinking, students demonstrate a better understanding of inquiry-based learning across various subjects, including language, humanities, mathematics, and science, with many opportunities to explore knowledge. They have acquired relevant skills, and some have excelled in various competitions, which is encouraging. However, there is still a need to strengthen students' creative problem-solving skills, as generating more ideas and maximizing creativity would be beneficial.



■ Major Concern 2:

To Nurture Global Competence in Future-ready Students

Achievements

A. Integrating Sustainable Development Goals (SDGs) into the Curriculum

Various initiatives and activities have been undertaken to integrate Sustainable Development Goals (SDGs) into the school curriculum, enhancing students' awareness of global issues and fostering a sense of global citizenship. By providing students with opportunities to critically examine these issues, the school aims to empower them to engage with and address the challenges facing our world today.

■ Embedding SDGs in Formal Curriculum.

- ◆ The CES, L&S, and CSD departments have introduced various SDGs into the formal curriculum. Students have gained insights into the current state of the 17 SDGs both in Hong Kong and globally, becoming aware of pressing global issues like poverty, refugees, and inequality. They recognize the importance of government policies in achieving key targets for each goal, and they have brainstormed actions they can take to contribute to these efforts. Using SDG 7 as an example, students discussed the connection between fossil fuel use and climate change. They understand that developing renewable energy sources is essential for creating a sustainable future. Additionally, during the school assembly on 22 October, part of the English Week, students were informed about the significance of several SDGs. They were engaged and responsive, demonstrating their concern for the sustainable development of our world.

The English Department designs the 'World Within Words' module, which combines reading, writing, listening, and speaking skills with various global issues. This approach helps students broaden their horizons and prepares them to become responsible global citizens. The student representatives also emerged as Champions at the UNSDGs Debating Competition, showcasing their ability to engage with critical global issues thoughtfully. Participation in prestigious events such as SCMUN allowed our students to articulate their views on important topics, enhancing their public speaking prowess.

■ Launching PBL Programme and Activities

- ◆ The PBL (Project-Based Learning) programme focusing on global and intercultural issues was launched in the second term. This initiative covers important topics such as global health, survival and basic needs, and the world economy, specifically tailored for students in S1, S2, and S5. Students engaged with various sources to gain a comprehensive understanding of these pressing issues.
- ◆ Various experiential learning activities centered on the SDGs were organized. Approximately 15 S4 students participated in a seminar with Ambassador Wu Hongbo (中國政府歐洲事務特別代表吳紅波大使座談會) to enhance their understanding of China's public diplomacy and the international landscape.
- ◆ On 26 May 2025, a school assembly was held to introduce students to the world economy and financial literacy, which significantly enhanced their understanding of global issues. This educational initiative aligned with SDGs Goal 8 (Decent Work and Economic Growth) as it provided students with foundational knowledge about economic systems, enabling them to comprehend how economic activities impact job creation, sustainable growth, and overall societal well-being. Through the assembly, students gained insights into the interconnectedness of the global economy, which is crucial for promoting



inclusive and sustainable economic growth in line with the SDGs.

- ◆ Moreover, S1 students visited Mind Space on 30 June 2025. This visit proved to be an extremely enriching experience, offering them access to innovative educational resources and hands-on activities outside the traditional classroom. It contributed to SDGs Goal 4 (Quality Education) by providing a non-conventional learning environment that fostered creativity, critical thinking, and problem - solving skills. The interactive nature of the activities at Mind Space allowed students to engage in experiential learning, which is an effective way to enhance the quality of education and equip students with the skills necessary for the 21st-century workforce.

■ Engaging in SDG eLearn Award Scheme

- ◆ The Sustainable Development Goals (SDGs) eLearn Award Scheme 2025 was launched from March to May 2025, engaging students from S1 to S5. Participants were required to complete online lessons on various SDGs and implement practical actions in their daily lives to support the sustainable development of both the local community and the world. This programme aims to promote the United Nations Sustainable Development Goals, raising students' awareness of global issues and nurturing a sense of global citizenship. By fostering students' commitment and encouraging actionable steps, the scheme has empowered them to contribute effectively to the achievement of the SDGs.

Overall, students demonstrated an awareness of various global issues and were familiar with their current situations, enabling them to provide informed explanations. According to the Stakeholder Survey, 96.5% of teachers agreed that the school curriculum effectively promoted both national and global identity. Additionally, the APASO questionnaire indicated that the score for global perspective (attention) rose to 109 (Q-score) in the 2024-2025 academic year, significantly higher than the score of 96 (below average) recorded in 2023-2024.

B. Teaching Students to Use Digital Information and Social Media Responsibly

The initiatives aimed at teaching students how to critically, effectively, and responsibly use digital information and social media platforms have been implemented. By enhancing news literacy, students are better equipped to navigate the complexities of information in the digital age.

■ Implementing News Literacy Programmes

- ◆ A form assembly and workshop focusing on distinguishing between true and false information were launched. This initiative aimed to enhance students' awareness and understanding of news literacy concepts, equipping them with the skills needed to critically evaluate information sources.
- ◆ The teaching of news and information literacy has been integrated into the formal curriculum, particularly through the analysis of Covid-19 in S1 CES. Students learned about the concepts of misinformation, fake news, content farms, and deepfakes. They acquired the skills to analyze true and false information from various sources regarding Covid-19 globally. Additionally, they developed a responsible attitude towards online information and understood the importance of fact-checking through authoritative websites such as the WHO.

■ Enhancing Practical Understanding

- ◆ A visit to TVB City and the Hong Kong News-Expo was organized, allowing students to gain an in-depth understanding of the work of news professionals and the news production process. Through firsthand sharing from news practitioners, students learned the importance of assessing the authenticity of

information when reading the news.

- ◆ Overall, students recognized that different mass media organizations have varying stances on issues, enabling them to analyze global problems from different news websites and obtain arguments from multiple perspectives.
- ◆ According to the Stakeholder Survey, 93.1% of teachers agreed that the school curriculum promoted information literacy. Additionally, the APASO questionnaire indicated that the score for multi-perspective thinking rose to 116 (Q-score) in the 2024-2025 academic year, higher than the score of 110 recorded in 2023-2024.

C. Interacting Successfully and Respectfully with Diverse Peoples and Cultures

Through various activities and programs aimed at fostering students' ability to interact successfully and respectfully with diverse peoples and cultures, students are encouraged to appreciate and engage with global diversity.

■ Engaging in Environmental Initiatives

- ◆ Students participated in an inter-school trash picking competition, which was preceded by seven lessons organized within the MI courses. During these lessons, students learned about the trash problem and were introduced to various approaches to tackle this issue, drawing insights from different NGOs around the world.

■ Enhancing Global Understanding through Model United Nations (MUN)

- ◆ The CS and English departments facilitated participation in several Model United Nations events. Students had numerous opportunities to interact with individuals from diverse backgrounds. In the See Change MUN, students were coached by global experts and engaged with peers from around the world. Notably, a student representative from S5 was nominated to attend the Oxford Model United Nations Conference 2024 at The University of Oxford. This transformative activity provided in-depth insights into sustainable development and climate change.

■ Organizing Global Week Activities

- ◆ The Global Week was organized by the SAC, DGC, Music, PE, VA, HE, THS, CS, and Geography departments. Students participated in a variety of art, music, sports, and cooking workshops, immersing themselves in global cultures. They also learned about global tourist attractions, souvenirs, and universal values such as sustainable development and integrity.

■ Arranging Trips to Mainland China and Beyond

- ◆ Several trips to Mainland China were organized, allowing students to gain firsthand experience of the latest developments in cities such as Shenzhen, Guangzhou, Huizhou, Hangzhou, Yunnan, and Jiangxi. Additionally, excursions to the UK, Denmark, Scotland, Osaka, Jeju, and Singapore were organized for the second term. These opportunities enabled students to interact with individuals from diverse cultures and develop respect for global diversity.

Overall, students demonstrated respect for the values of individuals from different cultures. According to the APASO questionnaire, the Q score for global perspective (Respect for Diversity), Intercultural Communication, and Respect for People of Different Cultural Backgrounds reached 116 in the 2024-2025 academic year, an improvement from the score of 104 in 2023-2024.

D. Enhancing Students' Ability to Take Responsible Action Toward Sustainability and Collective Well-Being

Through various campaigns and educational programmes, students are encouraged to



commit to actions that benefit the environment and society.

■ Implementing Cross-Curricular Campaigns

- ◆ Cross-curricular campaigns have been launched to encourage students to make commitments and act for the betterment of the world. The Geography Department participated in the Carbon Reduction Action organized by the Environment and Ecology Bureau. A Social Media Challenge was also initiated, requiring all junior form students to film their eco-friendly actions and share them on social media platforms. Furthermore, an Environmental Campaign launched by the DGC and GAC encouraged students to turn off electric appliances in classrooms during morning and school/form assemblies. Programmes such as the Mooncake Container Recovery Programme and Beverage Carton Recycling were organized by NSCC and GAC, respectively. Students demonstrated interest in these initiatives and expressed their commitment to acting for the world.

■ Organizing MI Course on Sustainable Development

- ◆ An MI course focused on sustainable development was organized, during which students empathized with the needs of cleaning workers and innovated a trash picker through the design thinking process. Students took responsibility for collecting recycling materials to create the pickers, reinforcing their commitment to sustainability.

■ Recording Individual Actions in PBL Booklets

- ◆ Individual actions and commitments were documented in students' PBL booklets, with campaigns for S1 and S2 implemented in the second term. This process helps track their contributions to sustainability.

Overall, students expressed their willingness to positively impact the lives of others and protect society, nations, and the world. According to the APASO questionnaire, the Q score for global perspective (Responsibility, Collaboration) was 111, while the score for national identity (Responsibility, Obligations) reached 116.



■ Major Concern 3:

To Enhance Students' Well-being through Values Education.

Achievements

A. Most students have successfully embraced the school's core values and attitudes of being "Open-minded", "Passionate", "Polite", and "Appreciative". Through carefully designed curricula, meaningful activities, and a supportive school environment, students have shown significant growth in these areas. The overwhelmingly positive feedback from stakeholders, coupled with students' achievements and behavior, reflects the school's success in instilling these values as part of their holistic development.

■ Enhancing Core Values and Attitudes

Through courses and activities, students have shown significant improvement in their values and attitudes in the areas of being "Open-minded", "Passionate", "Polite", and "Appreciative". Their overall performance in these areas has been significantly better compared to previous years.

◆ The school's "True Light Bearer's Course" incorporates the "CAPES of FRUIT" values: Compassion, Appreciation, Pursuit of Excellence, Empathy, and Self-discipline. Lessons and assignments have enabled students to develop respect for diversity, appreciation for others, and the ability to pursue their passions. Overall, the course has fostered a positive school culture that prioritizes social and emotional growth, as evidenced by the students' achievements and feedback from the school community.

◆ Cultivating Politeness and Appreciation

To promote gratitude and respectful behavior, S1 students expressed their appreciation by writing postcards to their former primary school teachers, while assignments under the True Light Bearer's Course highlighted their gratitude toward teachers, parents, classmates, and friends. During Form-based View Sharing sessions, students also expressed appreciation for the school's well-designed facilities and the care provided by teachers. Additionally, the Discipline and Guidance Committee regularly reminds students during morning and school assemblies about proper etiquette when taking photos and uploading content to social media, resulting in a decrease in related misconduct compared to the previous year.

◆ Fostering Inclusivity and Open-mindedness

The school has successfully fostered an inclusive and open-minded culture by promoting opportunities for cultural integration and creating a welcoming environment for new students. Freshmen from Mainland China were given the chance to host visiting guests from their home region, allowing them to showcase their strengths while becoming more engaged in campus life. Interviews with these newly enrolled students revealed that the warm and inclusive attitude of their local classmates helped them quickly adapt to school life, further highlighting the school's supportive and welcoming culture.

◆ Demonstrating Passion and Engagement

Students have actively demonstrated their passion and enthusiasm through various activities. In their commitment to sustainability initiatives, they participated in the Nan Fung Sustainability Activity and the "Inter-school Cleanup Competition," where they showcased open-mindedness and appreciation for feedback, using it to improve their trash collection tools. Their enthusiasm and active participation were highly praised by mentors, and their outstanding performance was featured in a newspaper article. Additionally, the



school fostered creative engagement through spiritual reflection by publishing a Growth Handbook for all students, aligned with the Theme of the Year. In Religious Education lessons, students worked on the Spiritual Journey Journal, exploring topics such as "Great Successful Failure" and "Great Influential Person," featuring figures like J.K. Rowling, Bill Gates, Albert Einstein, Michael Jordan, Walt Disney, Vincent Van Gogh, and Stephen King. These materials aim to inspire students to be open-minded, passionate, polite, and appreciative.

■ Encouraging Leadership and Extracurricular Participation

The school provides ample opportunities for students to take on leadership roles and participate in extracurricular activities. Approximately 70% of students take on in-class roles or actively engage in extracurricular activities, fostering a strong sense of belonging and teamwork. Additionally, 65% of students agree that school-arranged learning opportunities, including extracurricular activities, help them develop interests and life skills, with less than 5% disagreeing. Over 55% of students also believe that the school actively nurtures their leadership talents, with less than 8% expressing disagreement.

The APASO survey highlights that students achieved the highest score of 116 in areas such as international perspectives, multi-perspective thinking, and respect for diversity and people from different cultural backgrounds. Stakeholder surveys further support this, indicating how students have embraced the core values. According to parent feedback, 94.2% of parents agreed that the school helps their children learn how to interact with others by respecting and being considerate, with less than 6% disagreeing. Student feedback shows that 100% of students respect their teachers, and less than 5% disagreed that the school helps them develop good moral character both inside and outside the classroom. Students consistently demonstrate politeness during school events, with external visitors praising their courteous behavior. Teacher feedback unanimously confirms that the school actively teaches values such as respect and consideration, with teachers also acknowledging that the student support services effectively address the developmental needs of students.

- B. Most students have successfully established a strong sense of belonging to the school. Additionally, they have shown the ability to work effectively with others and contribute to the success of teams they are a part of. Through well-planned programs, collaborative events, and positive stakeholder feedback, the school continues to foster a supportive and inclusive environment that cultivates teamwork and pride in being part of the school community.

■ Enhancing Students' Sense of Belonging

The school has implemented various initiatives that successfully enhance students' sense of belonging:

◆ True Light Bearer's Course and School History Education:

Students were introduced to the school's history through the True Light Bearer's Course, and music lessons where they learnt to sing the school song at the beginning of the school term. These activities have deepened their understanding of the school's legacy and fostered a stronger connection to its values.

◆ S1 Induction Program for New Students:

The "Be a Genuine True Light Bearer" S1 Induction Program, which included the S1 Growth Camp, Sister Scheme, and Orientation Week, was designed to help new S1 students adapt to the new school environment. Feedback from students, teachers, parents, and school social workers confirmed that these



activities effectively supported S1 students in getting to know their classmates and developing a sense of belonging to the school.

◆ Collaborative Events with the Alumni Association:

Events such as the S6 Mentorship Program held on 27th September and the True Light Alumni Singing Contest held on 16th November were organized in collaboration with the Alumni Association. These events promoted the school ethos and created a joyful campus environment, further strengthening the sense of belonging among students and teachers.

Recent data from school surveys highlight significant improvements in students' emotional well-being and sense of belonging compared to the previous academic year. Notably, the score for positive emotions increased from 88 to 100, while satisfaction with school rose from 90 to 101. Additionally, students reported a greater sense of meaning in life, with scores climbing from 96 to 116. The school's atmosphere also improved, as indicated by a rise in the score for not feeling lonely from 95 to 104, and a heightened sense of belonging from 92 to 113. These improvements reflect the school's successful efforts in creating an inviting and inclusive environment.

■ Instilling Pride in School Representation

Students take pride in their school and actively participate in school activities.

◆ Welcoming Visitors and Showcasing School Spirit:

Students have enthusiastically represented the school during media interviews and welcomed delegations from sister schools in Mainland China, as well as events like Information Day and Education Fairs.

◆ Participation in Exchange Programs:

Students have participated in domestic and international exchange programs, such as the Guangzhou Exchange organized by the Chinese General Chamber of Commerce, the New Dynamic Study Tour to Huizhou, and the Jiangxi Citizenship Group. During these events, students demonstrated outstanding performance and proactively expressed their appreciation for the school.

Feedback from stakeholders highlights a strong sense of belonging among students and their pride in being part of the school community. According to the stakeholder survey, less than 9% of students disagreed with the statement, "I like my school," indicating that a significant majority feel positively about their school environment. Additionally, teachers have observed that students often praise the school on their personal social media platforms, further demonstrating their pride and connection to the school.

■ Fostering Teamwork and Collaboration

The school actively cultivates students' ability to work effectively with others and contribute to team success:

◆ Team-building Activities for Social Skills Development:

Programs like the S1 Induction Program, Growth Camp, and Sister Scheme have not only helped students adapt to school life but also encouraged them to collaborate with peers and develop strong interpersonal skills.

◆ Collaborative Events and Their Impact on Community Building:

Events such as the S6 Mentorship Program and activities organized with the Alumni Association provide opportunities for students to work in teams, contributing to the success of school-wide initiatives while building meaningful connections with teachers, alumni, and peers.

C. Through various programs and activities, students have developed a better understanding of their own feelings and those of others, built and maintained healthy friendships, and



cultivated a growth mindset. They have also demonstrated resilience and acquired coping strategies to face life's challenges. The involvement of teachers and parents in these efforts has further strengthened the support system for students, ensuring their holistic development.

■ Building and Maintaining Healthy Friendships

The school has implemented a variety of initiatives to help students form and maintain healthy relationships:

◆ Induction and Bonding Activities for New Students:

All S1 students participated in an English musical performance, which encouraged them to work together and develop their collaborative skills. Additionally, Form-based View Sharing sessions and monthly birthday parties provided opportunities for students to celebrate together and express appreciation for their peers. Approximately 70% of students also took on responsibilities through class duties and extracurricular activities, further enhancing their sense of belonging and teamwork within the school community.

◆ Adventure and Team-building Initiatives:

Activities during School Outing Day helped students relieve stress and practise teamwork, enhancing their ability to face challenges and build positive relationships.

◆ Student-initiated Interest Groups:

Self-organized groups, such as dance and singing groups, allow students to connect with like-minded peers and showcase their talents during off-campus performances.

■ Developing a Growth Mindset and Resilience

The school has actively supported students in developing personal responsibility, perseverance, and stress management techniques:

◆ Wellness Club and Wellness Ambassadors:

The newly established Wellness Club recruited Wellness Ambassadors, who received Mental Health First Aid training to promote emotional well-being within the school.

◆ Opportunities for Success and Fulfillment:

Students participated in numerous activities to showcase their talents, such as school assemblies, lunchtime performances, Information Day, the Christmas Carnival, and performances at external venues like Airside and Shangri-La Hotel. These opportunities provided students with a sense of achievement and fulfillment, reinforcing their growth mindset and resilience.

◆ Stress Management through Adventure Activities:

Programs on School Outing Day focused on adventure and outdoor activities, helping students develop coping strategies for stress and build resilience in overcoming challenges.

■ Supporting Teachers and Parents

The school has extended support to teachers and parents to ensure a holistic approach to students' well-being:

◆ Professional Development for Teachers:

Over 10 teachers completed the Mental Health First Aid Course, equipping



them to identify students' emotional needs and provide effective support.

◆ Parental Engagement Initiatives:

The school organized initiatives to support parents in guiding their children toward healthy lifestyles and mental well-being. The Parent Academy, attended by over 80 parents per session, offered workshops and resources aimed at promoting healthy lifestyles. Additionally, over 50 parents enrolled in the Mental Health First Aid Course, demonstrating their active engagement in learning how to support their children's mental health. Feedback from surveys revealed that parents found these initiatives highly beneficial.

■ Career Development and Life Planning

To help students develop awareness and prepare for their future, the school organized various career-related activities:

◆ Inspiring Girls Career Experience Program:

Students participated in workplace visits and interacted with professionals to gain insights into various industries. Visits to companies exposed students to diverse career paths.

◆ University Visits for Future Planning:

Visits to City University of Hong Kong and Hong Kong University of Science and Technology allowed students to explore academic pathways and make informed decisions about their futures.

Students expressed enthusiasm for these activities, highlighting their benefits in helping them understand career options and develop life-planning skills.

The Stakeholder Questionnaire Survey results validate the school's effectiveness in supporting students' personal development. A significant 65% of students agreed that the school's learning opportunities, including extracurricular activities, contributed to their development of interests and life skills, with less than 5% expressing disagreement. Furthermore, over 55% of students acknowledged that the school actively nurtures their leadership skills, contrasted with less than 8% who disagreed. These findings indicate the positive impact of the school's initiatives in fostering emotional awareness, resilience, and a growth mindset among students. This progress can be attributed to the school's emphasis on debriefing activities, where the purpose and significance of events are clearly communicated, aiding students in reflecting on their experiences, deriving meaning from their activities, and strengthening their connections with the school community.

- D. Most students have a well-rounded understanding of the country's development and national security, accompanied by a strong sense of national identity and global citizenship. Through a variety of activities, exchanges, and study tours, students have shown respect and appreciation for Chinese culture while also developing a deep understanding and respect for other cultures. The school's efforts in promoting these values have been validated by the APASO survey results, which highlight students' pride in their country, their commitment to its betterment, and their ability to engage with the global community.

■ Enhancing Understanding of National Development and Security

◆ Guangzhou Sister School Exchange and Greater Bay Area Expo:

On November 29-30, S2 students had the opportunity to visit Guangzhou True Light School during the Guangzhou Sister School Exchange and Greater Bay Area Development Opportunities Expo. This experience deepened both teachers' and students' awareness and preparedness to engage in learning about China's development.



◆ National Day Activities:

To celebrate the National Day on 30th September, the school organized booth games, a book exhibition, Historical Reality Puzzle Competition and Intangible Cultural Heritage Expo. Nearly 200 students participated as helpers for these events, demonstrating their enthusiasm and commitment to learning about the nation's history and culture.

◆ Educational Trips to Guangzhou and Huizhou:

Students expressed great enthusiasm for trips to Guangzhou and Huizhou, which provided hands-on opportunities to learn about China's current development and cultural heritage.

■ Cultivating Global Citizenship

◆ Global Week Activities Fostering Cultural Awareness:

During the Global Week, the school hosted activities focusing on sports, art, food, tourist attractions, and souvenirs from around the world. Close to 200 students participated, enhancing their awareness of global citizenship and their appreciation for diverse cultures.

◆ Study Tours to Mainland China and Beyond:

The school organized a variety of study tours this year, which attracted a large number of student participants and provided valuable learning experiences. Trips to Mainland China, including Yunnan, Suzhou and Hangzhou, and Beijing, allowed students to gain deeper insights into the country's regional diversity and cultural richness. Additionally, overseas visits to destinations such as Jeju, the United Kingdom, Scotland, Denmark, Singapore, and Osaka offered students the opportunity to broaden their horizons and engage with diverse cultures, fostering global awareness and understanding.

The APASO results provide strong evidence of students' understanding of national identity and global citizenship. In the area of International Perspectives, students scored 109 for Awareness, 111 for Responsibility and Collaboration, and achieved the highest score of 116 for Respect for Diversity, reflecting their ability to engage in cross-cultural communication and respect individuals from different cultural backgrounds. Additionally, all aspects of National Identity scored 116, demonstrating that students take pride in their country and are willing to work hard for its betterment.

■ Promoting Respect for Chinese and Global Cultures

◆ Intangible Cultural Heritage Expo:

Through this event, students learned about the richness of Chinese culture, while also gaining an appreciation for the importance of preserving cultural heritage.

◆ Exchange Programs and International Exposure:

Exchange programs and international study tours provided students with valuable opportunities to respect and appreciate cultural diversity, develop meaningful cross-cultural communication skills, and gain firsthand experiences of how people live and work in different parts of the world. These programs enriched students' global perspectives and fostered a deeper understanding of different cultures and lifestyles.

◆ Global Citizenship Initiatives:

Activities during the Global Week and overseas tours encouraged students to embrace the values of inclusivity and collaboration, fostering an international outlook that complements their strong grounding in Chinese culture.



5.2 Feedback on Future Planning

■ Thinking Skills Development

The PARV framework has laid a solid foundation for cultivating students' deep-thinking skills. Students have gained knowledge and understanding of Pragmatic, Articulate, Reflective, and Visionary thinking approaches through diverse learning experiences. Moving forward, our key objective is to deepen these thinking styles by reinforcing inquiry and research skills to further enhance students' learning approaches and abilities. Creative thinking skills will also remain a focal point of our ongoing efforts, as promoting creative and innovative education is vital for student development. We will introduce more project-based learning and hands-on activities to encourage students to explore and develop their creative thinking. This approach will enable them to unleash greater creativity in problem-solving, better preparing them for future challenges.

■ Success - Failure Mindset

To help students face learning challenges with a growth mindset, we plan to explicitly introduce the concept. Encouraging students to push beyond their limits in both academic and extracurricular activities is crucial. We aim to achieve this by teaching self-improvement methods, providing guidance and resources to help students set specific goals, and equipping them with effective self-improvement strategies. This support will enable students to reach their full potential in all areas. Establishing a positive "success-failure mindset" among students is of great importance. By emphasizing the effort and growth involved in the learning process, we can help students understand that failure is an integral part of success. Encouraging them to learn from their mistakes will foster resilience and a willingness to take on challenges.

■ Global Curriculum Enhancement

The global curriculum has been successfully implemented by several departments, such as CES, CS, and English, laying a solid foundation for fostering global awareness among students. There has been a noticeable increase in their awareness of global issues, although there's still room for deeper understanding. Currently, students mainly engage in local activities and competitions centered around the SDGs theme, which provide valuable experiences. To further enrich students' perspectives and enhance their learning, we propose incorporating additional international issues and global situations into the formal curriculum across various subjects to enhance global awareness and enrich the learning experience. We suggest choosing relevant international issues for in-depth discussions during assemblies to engage students in meaningful conversations and encourage critical thinking about significant topics. Additionally, expanding opportunities for international collaboration or exchange programs by establishing a global network with other schools will allow students authentic interactions with diverse cultures and perspectives, fostering a greater appreciation for global citizenship.

■ AI and Information Technology Integration

The government's policy address has highlighted the significance of AI and information technology development. Given the rapid integration of AI in education, it will become a key focus for future development. We plan to explore ways to incorporate AI and information technology into the curriculum to enhance students' digital literacy and prepare them for a technology-driven world. This may include introducing AI-related courses, using AI tools for personalized learning, and organizing activities related to information technology innovation. By doing so, we aim to equip students with the necessary skills to thrive in an era where AI and information technology play a crucial role.



2024 – 2025 Financial Summary (Unaudited Report)

		<u>Balance b/f</u> <u>from the</u> <u>previous year</u>	<u>Income</u>	<u>Expenditure</u>	<u>Balance c/f</u> <u>to the</u> <u>next year</u>
		\$	\$	\$	\$
A)	<u>Government Fund</u>				
1)	<u>EOEBG</u>	6,461,018.49			
	School & Class Grant			1,957,954.09	
	— Grant Received		811,212.00		
	— Other Income		655,156.36		
	Administration Grant		4,085,232.00	4,336,099.67	
	Admin. Grant for Add'l Clerical Assistant		213,396.00	0.00	
	Capacity Enhancement Grant		676,944.00	355,635.00	
	Composite Information Technology Grant		520,386.00	786,202.90	
	Air-conditioning Grant		654,525.00	128,210.00	
	Air-conditioning Grant for Preparation Room of Laboratories		17,148.00	0.00	
	Composite Furniture and Equipment Grant		516,228.00	1,351,241.42	
	Enhancement Grant		7,209.00	1,000.00	
	Lift Maintenance Grant		36,085.00	48,800.00	
	Consolidated Subject Grant		183,182.00	124,478.57	
	Recurrent English Language Grant		21,618.00	17,456.60	
	Prog Fund for Whole-Sch Ap to Guid & Dis		8,654.00	9,637.80	
	SB Management Top-up Grant		53,385.00	38,450.00	
	Supplementary Grant		239,660.14	104,191.00	
	Training and Development Grant		9,902.00	19,077.77	
	School-based Speech Therapy Administration Recurrent Grant		8,541.00	0.00	
			8,718,463.50	9,278,434.82	5,901,047.17
	Amount transferred to other Grants				(15,345.39)
					<u>5,885,701.78</u>
2)	<u>Outside EOEBG</u>	12,531,759.43	10,918,762.54	9,468,654.68	13,981,867.29
B)	<u>School Funds</u>				
1)	Tong Fai (including rental income, donation etc.)	5,285,353.84	646,253.68	804,524.23	5,127,083.29
2)	Collection of fees for specific purposes	897,949.95	299,250.00	151,825.00	1,045,374.95

