KOWLOON TRUE LIGHT SCHOOL

School Report

2025-2026

















Kowloon True Light School
2025-2026 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 2025-26

“Rooted in Acceptance, Blossoming with Resilience.”

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
Total	23

1.3 School Organization Structure 2025-2026

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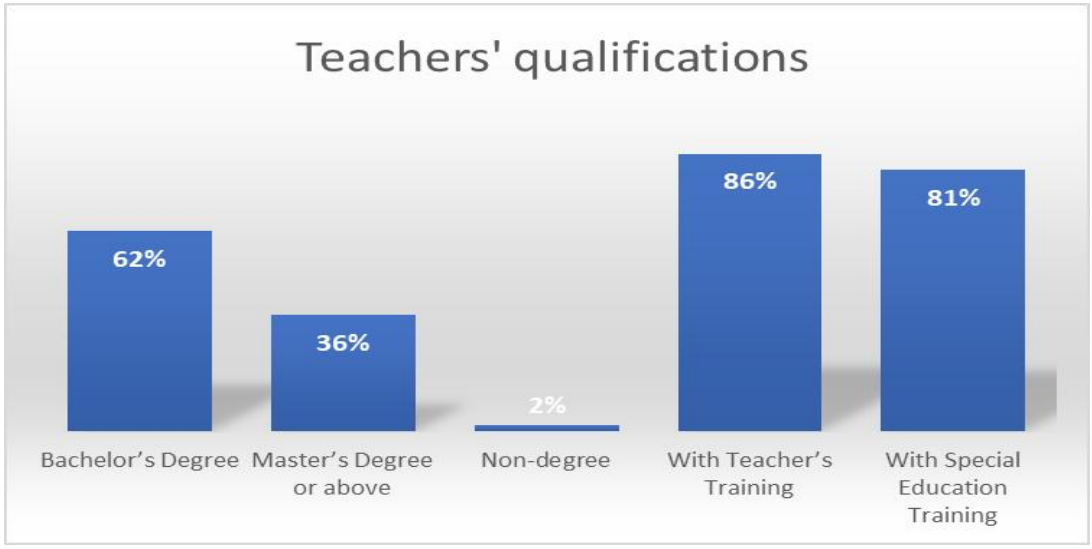
1.4 Staff Profile

✧ 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

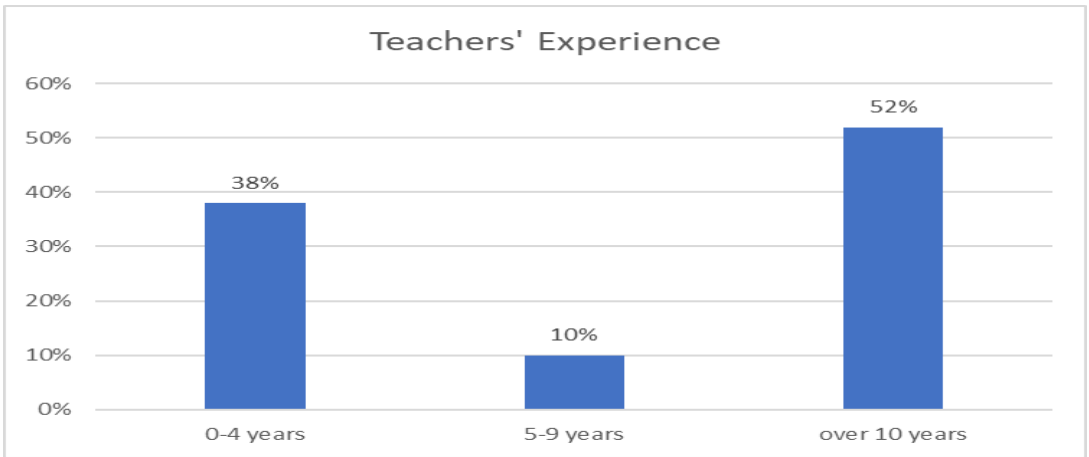
✧ Teachers' qualifications

Qualifications	Bachelor's Degree	Master's Degree or above	Non-degree	With Teacher's Training	With Special Education Training
Percentage	62%	36%	2%	86%	81%



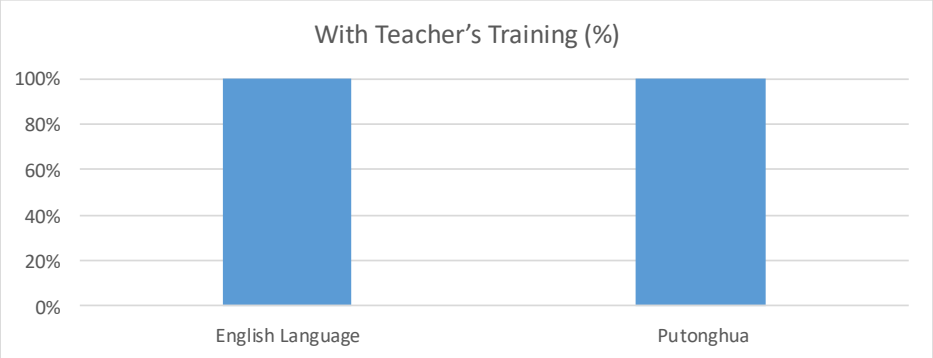
✧ Teachers' experience

Teaching Experience	0-4 years	5-9 years	over 10 years
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

1.6 Staff Development Programmes 2025-26

✧ There are 6 main categories of staff development programmes at KTL, namely 'Staff Personal Growth', 'Team Building', 'Learning and Teaching', 'Student Support', 'External Relationship' and 'Leadership and Management'.

✧ The foci of teaching policy in 2025-26: (1) "Effective use of AI" (2) L&T strategy (3) Resilience building.

✧ Other optional development foci: (1) Mini-lesson study (2) Classroom Assessment (3) Quality Feedback (4) Use of graphic organizer (5) Cooperative/ Collaborative Learning, Student Participation and/or Mode of Interaction (6) Self-directed learning Strategies (7) Reflective Learner and Metacognition (8) Cater for learner diversity.

Main Category	Programme	Remarks
Team Building	**Staff retreat** The school invited the Hong Kong Academy of Leadership to present on 'Unlocking Students' Leadership Potential,' alongside Mr. Kwok Kwong Fai, Supervisor of CityLab, who delivered an inspiring talk titled 'Source of Grace, Light in Adversity.' These sessions provided our staff with valuable insights into nurturing student leadership, cultivating a growth mindset, and effectively supporting students in developing the resilience needed to overcome challenges.	Related to Major Concern 3.
	Individual Meeting with the Principal Opinions collected are to be used for future planning or refinement of school policies.	Principal, VPs and Panels concerned are involved.
	Principal's meeting with senior and middle managers Gatherings were organized regularly, and topics related to school administration were discussed. Senior and middle managers gained more experience in the decision-making process.	

Staff Personal Growth	**New Staff Induction Program and Mentorship Scheme** Mentorship for New Teachers: Ms. Leung Ching Wan, Mr. Chan Kwan Wai, Ms. Ho Ka Wai, Ms. Mak Wing Shan, Mr. Tang Cheuk Kwan, Mr. Hong Yuk Chi, Ms. Wan Yuen Fan, and Mr. Lam Chun Tung served as mentors to guide and support our new teachers. Pastoral Care: In collaboration with the Religious Affairs Committee, lunch gatherings were organized for new staff members to provide them with spiritual support, pastoral care, and a welcoming community.	Related to Major Concern 1. Gatherings were arranged regularly over the year.
Learning and Teaching	**Seminar / Workshop** - Staff participated in a comprehensive workshop focused on the use of AI platforms and practical applications of Adobe software. Through engaging hands-on activities, educators learned to leverage AI tools to support teaching, streamline administrative tasks, enhance lesson planning, and foster innovative learning practices. Ultimately, this training aimed to improve both operational efficiency and overall educational effectiveness.	Related to Major Concern 2
	Professional Learning Community (PLC) Subject-Specific Professional Learning: Every Panel Head conducted regular Professional Learning sessions for their respective subjects and Key Learning Areas (KLAs). These meetings were held regularly to discuss and address the specific developmental needs of each panel. Focus on Higher-Order Thinking: Elements of higher-order thinking were intentionally integrated into the professional learning sessions across different subjects to enhance teaching and learning practices.	Related to Major Concern 1
	T-standard Sharing Session Mr. Lin Man Sheung conducted an insightful sharing session on the "T-standard." Through this presentation, staff gained a deeper understanding of the professional standards and core competencies expected of educators. Furthermore, they explored effective strategies for continuous professional growth and reflective practice, ultimately aiming to enhance overall teaching effectiveness.	Related to Major Concern 2
	Lesson Observation and Post Observation Conference for new teachers Following lesson observations conducted in October, mentors provided extended support to our new teachers. This proactive approach allowed mentors to identify teaching strengths and areas for development at an early stage, ensuring timely and constructive guidance.	The Principal, Vice Principals, and the relevant Panel Heads were involved
	Assignment Inspection and Written/ Oral Feedback Teachers were appraised on the quality of their instructional delivery, the effectiveness of their marking and feedback, and the design of their learning materials.	Related to Major Concern 1
Student Support	**Seminar on the Mandatory Reporting of Child Abuse Ordinance** Staff attended a comprehensive seminar conducted by the Hong Kong Christian Service focusing on the Mandatory Reporting of Child Abuse Ordinance. This vital session enhanced our educators' understanding of their legal responsibilities and the official reporting procedures. Furthermore, it reinforced the critical importance of	Related to Major Concern 2

	safeguarding student welfare through early identification and appropriate intervention strategies.	
	School Crisis Management: Staying Calm in Critical Situations Our School Educational Psychologist, Ms. Lung, delivered an essential session titled "Staying Calm in Critical Situations: School Crisis Management." During this presentation, staff acquired practical skills for handling emergencies and student crises. The training covered effective communication, comprehensive risk assessment, and strategies for providing timely support, all aimed at ensuring student well-being and maintaining school safety.	Related to Major Concern 3
Professional Exchanges with Various Parties	**External Collaborations and Strategic Partnerships** To continuously enrich our students' learning experiences, the school actively collaborates with universities, government departments, NGOs, professional organizations, and industry partners. Through strategic partnerships with esteemed institutions—including HKUST, CUHK, City University of Hong Kong, the Education Bureau, UNICEF Hong Kong, and the CoCoon Foundation—students engage in diverse programmes spanning AI, STEAM, biotechnology, entrepreneurship, leadership, and sustainability. These invaluable collaborations provide authentic learning opportunities that strengthen students' creativity, critical thinking, communication, and problem-solving skills, ultimately fostering whole-person development, global citizenship, social responsibility, and career readiness.	Related to Major Concern 1
Leadership and Management	**Chinese Language** The Chinese Language Department actively collaborates with the Education Bureau and educational technology partners to enhance curriculum development and innovative pedagogy. Through the **School-based Support Service: Curriculum Leadership Development Programme for Chinese Language Teachers**, teachers strengthen their professional capacity in curriculum planning, assessment, and leadership. In addition, the **AI-Assisted Chinese Writing Teaching Programme** in partnership with **Chinese Writing Wizard** integrates artificial intelligence into writing instruction, providing personalized feedback and supporting students in developing creativity, language proficiency, and independent learning skills. These initiatives promote effective teaching practices while preparing students for future learning in an increasingly digital environment.	Related to Major Concern 1
	English Language The English Language Department works closely with higher education institutions and community organizations to create authentic and engaging language-learning experiences. Through the **AI-Assisted Virtual Reality English Speaking Programme** in collaboration with **HKUST**, students participate in immersive VR scenarios that enhance communication skills and speaking confidence. The Department also joins the **HOPE Programme**, supported by the HKSAR Government's Social Innovation	Related to Major Concern 1

	and Entrepreneurship Fund and Oxfam Hong Kong, in partnership with Datality Lab Limited and See Change Education. This programme develops students' English communication, collaboration, and global citizenship competencies through experiential and project-based learning activities.	
	Mathematics The Mathematics Department strengthens students' problem-solving and analytical skills through partnerships with educational organizations and universities. Participation in the **Quality Education Fund Thematic Network on the Promotion of STEAM Education by Infusing Mathematical Modelling into Secondary Mathematics** enables teachers and students to apply mathematical concepts to real-life situations. Furthermore, the **Enhancement Workshop on Mathematical Problem-Solving Application Programming (Step AI)**, organized in partnership with the **City University of Hong Kong**, introduces students to computational thinking and AI-supported mathematical applications. These collaborations enhance students' ability to think critically, solve complex problems, and connect mathematics with technological innovation.	Related to Major Concern 1
	STEM Education The school places a strong emphasis on STEM education through extensive collaborations with universities, research institutions, and industry experts. The **Biotechnology School-based Programme** conducted with **BGI Genomics** and **Dr. Keith Kwong Wai-Yeung of DreamTec** provides students with hands-on experiences in biotechnology and scientific research. Students also participate in **AI in Scientific Research and Apps Invention** and **Underwater Robot** projects organized by the **City University of Hong Kong**, fostering innovation and engineering skills. In Computer Literacy and ICT, collaborations with **HKU SPACE**, the **SEED Foundation**, and the **CUHK Jockey Club AI Programme** enable students to explore UI/UX design, artificial intelligence, coding, and digital technologies. These programmes nurture creativity, innovation, and future-ready STEM competencies.	Related to Major Concern 1
	PSHE Subjects The Personal, Social and Humanities Education (PSHE) subjects actively engage students in authentic learning experiences through collaboration with government departments, universities, and community organizations. Economics, Citizenship, Economics and Society, and BAFS students participate in FinTech and entrepreneurship programmes offered by **Project M2**, **CoCoon Foundation**, **Healthy Kids Hong Kong**, and the **Hong Kong University of Education**, developing financial literacy, entrepreneurial spirit, and a better understanding of the Greater Bay Area. Geography students study sustainability and climate action through programmes organized by the **Education Bureau**	Related to Major Concern 1

	and the **Chinese University of Hong Kong**. Chinese History students participate in learning circles and cultural projects that deepen their understanding of Chinese history and heritage. Citizenship and Social Development students engage in the **SDG Actioner Challenge** organized by **UNICEF Hong Kong**, encouraging global awareness and sustainable development.	
	Beyond academic subjects, the school collaborates with numerous community partners to support students' holistic development. Physical Education students benefit from programmes such as the **Go Fun Junior Golf Development Programme** and the **Jockey Club Active School Scheme**, promoting healthy lifestyles and sports participation. The Careers and Guidance Committee works with organizations including **Inspiring Girls Hong Kong, the Evangelical Lutheran Church of Hong Kong**, and the **Hong Kong Scholars Program** to provide career exploration and planning opportunities. Leadership, discipline, and emotional well-being are strengthened through programmes organized by the **ICAC, the Education Bureau**, and **the TWGHs Ho Yuk Ching Educational Psychology Service Centre**. Students also participate in volunteering, service-learning, community care, international exchange, and mentorship programmes in collaboration with the **Hong Kong Federation of Youth Groups, China Merchants Group** and various higher education institutions. These partnerships cultivate resilience, leadership, social responsibility, and global citizenship, supporting students' whole-person development.	

2 OUR LEARNING AND TEACHING

2.1 Number of school days in the academic year

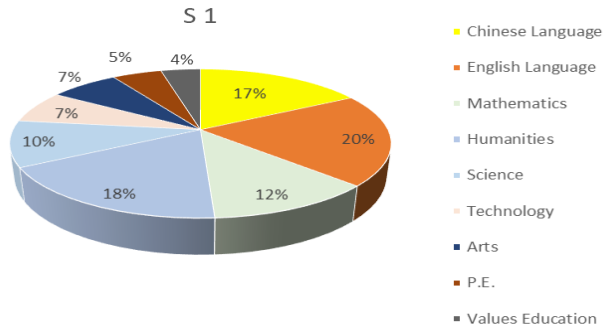
Number of school days in 2025-2026	
Number of days with normal lessons	190 days
Number of days with learning activities for the whole school or junior forms.	7 days
Number of days for uniform tests & examinations	26 days

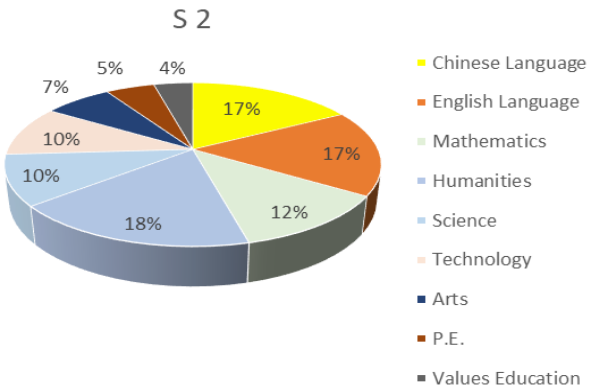
2.2 Student Population

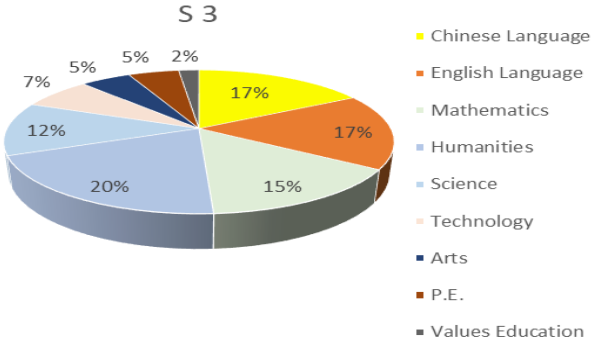
Student Population 2025-2026	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	125	125	124	108	107	99	688

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	▲	▲	▲	△	△	△
Other Languages						
Japanese				△		

▲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 developed across departments to ensure effective learning, teaching, and assessment, with an experienced SGM English teacher serving as the LAC Coordinator to oversee implementation. To prepare S1 students for EMI learning, the school conducted a Pre-S1 Summer Institute before the start of the school year, and incorporated “Content and Language Integrated Learning” 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.

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 "Rooted in Acceptance, Blossoming with Resilience". 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.

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	Name	Location	Department in Charge
26/9-4/10/2025	MILSET International Science Exhibition Study Tour	Abu Dhabi	Chemistry Department
24/10-1/11/2025	International Genetically Engineered Machine Competition (iGEM) and Paris Historical and Cultural Exchange Tour	Paris	Biology Department
3-7/11/2025	Hangzhou and Dongyang Film and Television Production and Live Streaming Industry Exploration Tour	Hangzhou, Dongyang	SPCB
10-15/11/2025	80th Anniversary of the Victory of the War of Resistance Series: Nanjing and Beijing Historical and Cultural Exploration Tour	Nanjing, Beijing	NSCC & Chinese History
28-29/11/2025	Guangzhou True Light Homecoming and War of Resistance Exchange Tour	Guangzhou	NSCC
28-29/11/2025	Greater Bay Area Creates the Future - Hong Kong Youth Huizhou Exchange Tour 2025	Huizhou	NSCC
5/12/2025	"Shenzhen-Hong Kong Sisterly Affection, Ideological and Political Co-education" Northeast Normal University Affiliated High School Shenzhen School Sister School Exchange Tour	Shenzhen	NSCC
8-12/12/2025	Rocket Launch Exchange Tour	Jiuquan	STEM
26-28/12/2025	Taiwan New Generation International Music Competition	Taipei	Music Department
28-29/12/2025	Chinese Traditional Costume Innovation Design Competition - Final	Macau	Visual Arts Department
10-17/3/2026	Geneva International Exhibition of Inventions 2026 Exchange Tour	Geneva	Computer Department
27-31/3/2026	Malaysia Cultural and Economic	Malaysia	LTC & ECO

Date	Name	Location	Department in Charge
	Study Tour		
28-31/3/2026	"A Taste of Shunde" Exploring Chinese Tradition and Innovation from Food Culture	Shunde	NSCC
29/3-2/4/2026	"Bear" is Not Simple - Sichuan Service-Learning Exchange Tour	Sichuan	NSCC & CS
3-7/4/2026	Aerospace and Engineering Exchange Tour	Guizhou	STEM
7-8/4/2026	"Chinese Medicine x Physical Education" National Team Practice and Sister School Signing Ceremony Exchange Tour	Huizhou	NSCC & PE
17-19/4/2026	Guangdong-Hong Kong-Macao Greater Bay Area Green Campus Sustainable Development Study Camp	Macau	NSCC & GEOG
26/4/2026	"Read Shenzhen, Create the Future" Activity	Shenzhen	RPC
11-13/5/2026	Cloud Tour to Tongyi - Alibaba Cloud Inter-school Generative AI Competition Champion Hangzhou Exchange Tour	Hangzhou	Computer Department
27/6-1/7/2026	"Words and Sea" Qingdao Study Tour	Qingdao	Chinese Language
27/6-1/7/2026	Thailand Leadership Training Camp	Thailand	ECA
29/6-1/7/2026	Greater Bay Area Work Experience Program	Greater Bay Area	Careers Guidance Team
6-8/7/2026	Dream Come True Series: Shenzhen and Zhuhai Innovation Technology and National Defense Security Exploration Tour	Shenzhen, Zhuhai	LTC
12/7-25/7/2026	2026 True Light Joint School Toronto Summer Study Tour	Toronto, Canada	English Department
15-30/7/2026	2026 True Light Joint School UK Summer Study Tour	Cranbrook, Kent, England	English Department
26/7-1/8/2026	2026 Taipei International Choral Competition	Taipei	Music Department
2-7/7/2026	2026 Shanghai-Hong Kong Youth Innovation and Technology (Two-way) Exchange Activity	Shanghai	NSCC

Date	Name	Location	Department in Charge
16-24/7/2026	China Merchants Group Mongolia Exchange Tour	Mongolia	NSCC
20-29/7/2026	New Era Dream Building Program - Beijing Tour	Beijing	STEM
24-31/7/2026	"Love My China" Train Tour to the Summer Ice City Harbin for Historical and Technological Exploration	Guangdong, Beijing, Harbin	NSCC
7/2026	In-depth Innovation and Technology Practical Training Camp	Beijing	STEM
19-25/7/2026	University Science Camp	Beijing	STEM
2-10/8/2026	China Merchants Group Xinjiang Exchange Tour	Xinjiang	NSCC
11-17/8/2026	China Merchants Group Jiangxi Exchange Tour	Hangzhou, Suzhou, Shanghai	NSCC
21-26/8/2026	"Shining Red Star, Jiangxi Tour" 2026 Hong Kong Youth Jiangxi Exchange Tour	Jiangxi	NSCC

2.7 Catering for Learner Diversity

To cater to diverse learning needs, our school has implemented comprehensive enrichment and remedial policies. For general class allocation, students are placed based on their English language proficiency. Furthermore, core subjects—namely Chinese Language, English Language, and Mathematics—are streamed according to students' academic performance. We also utilize small-group teaching to facilitate targeted enrichment and remedial instruction, effectively accommodating varied learning styles and abilities.

To recognize and encourage outstanding achievements, the school offers various scholarships, including the Star of the Year Award and the Apex League Scholarship. These accolades inspire students to excel both academically—particularly in the HKDSE examinations—and in co-curricular areas such as music, sports, dance, visual arts, and performing arts. These prestigious awards serve as powerful motivators, driving students to continuously 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. The Curriculum Development Institute of the Education Bureau organized a ten-day “Visual Arts Gifted Education Program in Beijing”, and S3 Lin Selina was honored to be selected to participate in the program. At the Central Academy of Fine Arts, Selina attended a seven-day intensive course, systematically learning observation methods and creative thinking. Additionally, she visited the “Galloping Through Time: Digital Reimagination of Horse Art and Culture” exhibition and the National Museum’s “Clear Winds for Miles” exhibition, gaining insight into the artists’ craftsmanship and passion for creation. During this academic year, a total of 5 students passed the Hong Kong Academy for Gifted Education (HKAGE) online assessment and successfully became members of the academy. Additionally, two students were qualified

for the academy's programs in the fields of Leadership and Arts respectively. Furthermore, students participated in programs offered by various universities, such as the Forensic Psychology course at the Chinese University of Hong Kong, as well as the "Budding Health Leadership Academy" and "Digital Storytelling Academy for the Sustainable" courses at the University of Hong Kong's Academy for the Gifted. All of these opportunities have helped our students broaden their horizons and further enhanced our elite training and gifted development initiatives

To effectively support students requiring additional academic reinforcement, classes across all forms are organized based on English Language proficiency rankings. Furthermore, core subjects—Chinese, English, and Mathematics—are taught in groups tailored to students' academic abilities. This implementation of ability streaming and small-class teaching allows educators to strengthen individualized guidance, adapting pedagogical strategies and materials to meet diverse learning needs. Additionally, Saturday tutorials are conducted for students in classes 1A, 2A, and 3A to further consolidate their foundational English skills.

The school has also successfully implemented the Student Learning Support Programme. Based on first-term academic results, the Learning and Teaching Committee identified approximately 30 Tier 2 students for targeted intervention. Social workers and teachers from various committees provided these students with no fewer than three individualized counseling sessions. Through this initiative, staff offered personalized guidance on study habits, learning methods, attitudes, and emotional well-being.

Furthermore, to strengthen the academic foundation of senior secondary students in core subjects, summer remedial classes were organized following the second-term examinations. Achieving an attendance rate of over 75%, the effectiveness of these classes was clearly reflected in subsequent classroom assessments. For Secondary 6 students, the "GO FOR GOLD Learning Programme" was launched to provide targeted individual or small-group guidance for those who did not meet the required standards in their pre-mock examinations. Feedback gathered from inter-house sharing sessions indicated that students highly valued and appreciated the dedicated follow-up support provided by their teachers.

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 positive values and attitudes, the Chinese Department organized the "Courtesy at KTLS" (禮行真光) programme. This initiative explored themes such as filial piety, respect for teachers and peers, empathy, and the nation's rich legacy of traditional etiquette. Additionally, the "Virtuous Arts Curriculum" (德馨學藝課程) was launched, featuring Chinese calligraphy, tea ceremonies, and Chinese chess. Through these practical experiences, junior secondary students cultivated their aesthetic sensibilities, refined their character, and embraced the finest aspects of Chinese culture. Furthermore, the department actively integrated artificial intelligence into literary composition, utilizing AI for writing guidance and assessment to leverage technology and enhance teaching effectiveness.

To elevate students' language proficiency, the school-based curriculum for both junior and senior forms was enriched with the Education Bureau's (EDB) recommended passages. The "Learning for Yourself" (為學由己) programme was implemented to promote self-directed learning, while the "Learning, Thinking, Showing, and Reviewing" pedagogical approach was adopted to stimulate deep reflection and develop higher-order thinking skills, thereby deepening students' appreciation of Chinese culture. To further cultivate strong reading habits, the Extensive Reading Programme was also introduced. These robust academic

strategies have yielded outstanding results: in the HKDSE, the percentages of our students achieving Levels 3, 4, and 5 or above have consistently surpassed the territory-wide averages for three consecutive years.

Beyond the formal curriculum, the department provided diverse off-campus learning opportunities, including Chinese public speaking and writing competitions, to stimulate interest in Chinese culture and hone critical thinking skills. Other literary activities, such as "Walk with Veteran Authors" and creative writing workshops, were organized to inspire students' literary creativity.

To comprehensively support our non-Chinese speaking (NCS) students, the school launched the 'HSK International Chinese Language Course' to systematically strengthen their listening, speaking, reading, and writing skills. This targeted curriculum helps students accurately master their Chinese proficiency, building a solid linguistic foundation and boosting their confidence in daily communication through diversified teaching approaches. Additionally, the school offers Putonghua enrichment courses for high-achieving students, thoroughly preparing them for the National Putonghua Proficiency Test (PSC).

English Language

The English Department successfully implemented a values education project titled "Values, We Value: JICS" (JICS), which focuses on four core virtues: compassion, justice, integrity, and self-control. JICS aims to instill positive values and attitudes in students, particularly through the learning and teaching of the English language. In recognition of our exceptional teaching achievements in this area, the programme was honoured with the 6th Outstanding Teaching (Character Education) Award.

To foster global citizenship and nurture international mindedness, we explore global issues related to the United Nations' 17 Sustainable Development Goals (SDGs) using multimodal texts in our newly introduced module, "World within Words." Classroom observations and student reflections from newspaper-cutting worksheets indicate that students possess a heightened awareness of their roles in building a sustainable society. Additionally, the annual English Week, themed "Empowering Lives, Embracing Change," advocated for three specific SDGs through lunchtime game stalls, morning assemblies, and a dedicated school assembly talk. These engaging activities broadened students' global perspectives and built a solid foundational knowledge of world affairs.

To further enhance English proficiency, our Native-speaking English Teacher (NET) hosts two targeted lunchtime speaking programmes. The "Speaking Clinic" provides dedicated guidance for students requiring additional support, while the "Stellar Speakers Club" is designed to help advanced learners refine and elevate their oracy skills.

We employ various pedagogical strategies to help students establish a robust foundation in the English language. For instance, the speaking curriculum has been enriched with diverse activities that equip students to become articulate communicators. In writing, the "Marker's Goggles Package" was introduced; this resource provides exemplars of past HKDSE essays at various proficiency levels, allowing students to evaluate, refine, and grasp the distinct features of high-quality writing. Furthermore, a dedicated spelling programme and "Spotlight Time" have been effectively integrated into daily lessons. These comprehensive efforts have yielded excellent academic results: for three consecutive years, the percentages of our students achieving Levels 3, 4 and 5 in the HKDSE English Language examination have surpassed the territory-wide averages, with continuous improvement consistently observed across all four language domains—listening, speaking, reading, and writing.

Our school actively promotes the **Model United Nations (MUN)** programme to cultivate future-ready global citizens. Through rigorous simulations of international diplomacy, students step into the roles of world delegates, tackling pressing global issues while

developing high-level diplomatic negotiation, critical thinking, and multilateral consensus-building skills. The programme provides an immersive platform that substantially refines students' **formal English debate, persuasive public speaking, and policy writing abilities**, while broadening their **international outlook and cross-cultural empathy**.

Our delegates actively participated in prestigious inter-school and international conferences, consistently achieving commendable results—including multiple **Best Delegate**, **Best Speech**, and **Best Debater Awards**. Notable engagements span prominent local joint-school summits such as the *King George V School MUN (KGVMUN)*, *Diocesan Girls' School MUN (DGSMUN)*, *La Salle College x Maryknoll Convent School MUN (LSCMCSMUN)*, and the *Hong Kong Baptist University MUN (HKBUMUN)*. Furthermore, our students expanded their footprints onto the world stage, representing the school at high-level overseas competitions, notably the **Oxford Global Model United Nations Conference in the UK** and the **Asia-Pacific International Model United Nations Conference in Macau (AIMUN)**.

Other Languages

To foster global connections, our school offers a comprehensive selection of foreign language programmes, including French (DELF A1 Preparation), Elementary Japanese, and Elementary Spanish. Curated in partnership with universities and professional institutes, these rigorous programmes provide between 52 and 80 hours of structured instruction. Through these courses, students not only acquire a strong grasp of language fundamentals and basic proficiency but also significantly expand their cultural horizons. This solid linguistic foundation serves as an excellent launchpad, encouraging many of our students to pursue and sit for the HKDSE Category C language examinations.

By providing this diverse array of foreign language courses and related interest classes, the school greatly enriches students' after-school learning experiences. These valuable opportunities enable students to engage with global languages and integrate more seamlessly into the international community. Ultimately, this steadfast commitment to global education lays a robust foundation for our students' future academic and personal development.

2.9 STEM

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. Building upon this solid training, our biotechnology delegates achieved outstanding results at the International Genetically Engineered Machine (iGEM) Competition, clinching a Global Gold Medal and securing a prestigious position among the Top 10 High School Teams Worldwide.

The Mathematics Department conducted teaching research in collaboration with the Education Bureau, focusing on “Mathematical Modeling” as the theme. To share our pedagogical achievements and insights with the wider educational community, the school has also published a specialized publication. To further bridge math and technology, our students developed Step AI, which provides step-by-step instructions for mathematical algebraic manipulation and allows teachers to instantly analyze students’ work. Furthermore, the department organized a dedicated Data Analysis Course, successfully strengthening students’ ability to apply mathematical concepts to real-world data and daily life scenarios.

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, literature review, data handling, product design, and presentation skills.

Marking a significant milestone this year, our school pioneered the inaugural 2-Day-1-Night "Innovation Camp" for all S1 students. During this immersive camp, students first acquired intensive coding and scientific knowledge. Applying innovative and design-thinking frameworks, they collaborated in teams to devise creative solutions for real-world campus challenges. The experience culminated in a professional "Pitching Session," where students presented and promoted their innovative proposals to external panels.

2.10 Humanities

Guided by our mission to nurture forward-looking, empathetic, and socially committed leaders, the Personal, Social and Humanities Education (PSHE) key learning area achieved exemplary milestones this year. By combining cross-curricular synergy, innovative educational technology, and experiential inquiry, our departments integrated national identity, global consciousness, and sustainable development into a vibrant, future-ready curriculum.

The Chinese History and History Departments spearheaded pedagogical innovation by harmonizing cutting-edge AI technology with profound humanistic values. On 4 September, the Under Secretary for Education, Dr. Sze Chun-fai, Jeff, JP, visited our school to observe an interactive wartime history class. Guided by Department Head Ms. Lau Man-wai, senior secondary students engaged in meaningful exchanges with three virtual veterans—Chan Bing-ching, Lam Chun, and Wong Kwong-han—via the EDB-supported "Dialogue with Anti-Japanese War Veterans AI" platform. Complemented by reading letters of patriotic martyrs Xie Jinyuan and Zhao Yiman and drafting heartfelt letters of gratitude, the session fostered deep historical empathy. Commemorating the 80th Anniversary of Victory in the War of Resistance, our students clinched the Championship in the Commemorative Microfilm Competition. Furthermore, the History Department took part in the EDB e-Reading Scheme to design an interactive virtual War of Resistance exhibition gallery, consolidating students' historical consciousness.

Geography advanced interdisciplinary learning through values-driven curriculum design. On 30 October, National Geography Day brought together cross-subject collaboration to promote National Security Education and the United Nations Sustainable Development Goals (SDGs). We were privileged to welcome Mr. Lau Yun Ngau, Patrick (CCDO/PSHE) and Ms. Ng Pui Yee, Helena (CCDO/MCNE) alongside their EDB team members for fruitful professional exchanges.

To cultivate international youth perspectives, Kowloon True Light School proudly hosted the 7th International Inter-School Youth Forum on 15 December 2025. Centred on the UN SDGs, the hybrid forum engaged nearly 100 teachers and students from 12 schools across Macau, Guangzhou, Hong Kong, and the French School Jakarta. Concurrently, the Economics and BAFS departments launched the flagship "Biz@KTLS Entrepreneurship Programme," empowering students with commercial acumen, critical problem-solving, and visionary enterprise skills.

Together, these initiatives reflect a holistic humanities education that empowers our students to honour national heritage, engage with world challenges, and effect positive change.

3 SUPPORT FOR STUDENT DEVELOPMENT

Student Support and School Ethos

In support of well-rounded student development, the school organized a series of engaging events designed 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 collaborative partnerships for a bright future. They also served to highlight our collective achievements, allowing the wider community to appreciate our ongoing accomplishments and learn more about our rich history.

On 15 November, the Wellness Forward Sports Carnival welcomed both primary and secondary students to participate in a variety of AI-driven and emerging sports activities. Through interactive games and friendly competitions, participants experienced the seamless integration of technology and sports while developing essential teamwork, communication, and sportsmanship skills. This event successfully fostered collaboration and promoted a healthy lifestyle, providing students with a highly enjoyable and innovative learning experience.

From 28 to 30 November, senior secondary students participated in an Education Bureau study tour to Shaoguan, focusing on Danxia culture and sustainable development. Students conducted ecological field studies at Danxia Mountain to learn about its unique geological features and biodiversity. Furthermore, a visit to the Northern Guangdong Memorial Museum of the Red Army Long March deepened their understanding of modern Chinese history, significantly strengthening their national identity and awareness of national security.

Following the New Year holiday, the school organized a vibrant Chinese New Year Carnival for kindergarten, primary, and secondary students. The diverse programme featured game booths, a student entrepreneurship market, Hanfu cultural experiences, and spectacular student performances. With enthusiastic participation from students, parents, and alumni, the event successfully promoted traditional Chinese culture, showcased students' creativity, and strengthened community ties in a festive atmosphere.

On 3 July, the Music Department successfully hosted the annual school concert in the school hall. Students from the choir, a cappella group, and various music ensembles delivered a series of outstanding performances, thoroughly showcasing their musical talents. The concert provided an invaluable platform for artistic expression and deeply enriched the school's cultural atmosphere. Parents, teachers, and students in attendance enjoyed an inspiring evening of music and shared celebration.

3.1 Nurturing Programme

Students demonstrated a positive attitude towards moral and values education through active participation in a wide range of school-based programmes. The Personal Growth Handbook served as an effective platform for students, teachers, and parents to communicate and reflect on students' academic and non-academic achievements, fostering self-discipline, responsibility, and goal setting. Class teachers also played a vital role in nurturing a sense of belonging by guiding students in formulating class mottos, setting collective goals, and strengthening class identity.

Students actively engaged in school activities such as Games Day, the Wellness Forward Sport Carnival, growth camps, and the S6 graduation camp, which promoted teamwork, mutual support, and class cohesion. During "Buzzing Time", individual and group counselling sessions provided opportunities for students to build positive relationships with peers and teachers while enhancing their emotional well-being and interpersonal skills.

Various cultural and performance activities further enriched students' personal development. Events such as the S1 musical performance and the Lantern Parade during the S6 Graduation Evening allowed students to showcase their talents, creativity, and gratitude towards the school community. These meaningful experiences strengthened their connection with the school and reinforced a strong sense of belonging.

The school also encouraged student voice through initiatives such as "Form-based View Sharing" and "Letters to the Principal". These platforms enabled students to express their views on school policies and development matters, cultivating a sense of ownership, civic responsibility, and active participation in school life. Overall, students demonstrated maturity, responsibility, and care for others through their enthusiastic involvement in moral and values education programmes.

3.2 Whole-school Approach to Guidance & Discipline

Students demonstrated a highly positive attitude towards the Whole-school Approach to Guidance and Discipline, actively participating in programmes that promote personal growth, well-being, and positive values. Echoing the Education Bureau's (EDB) 4Rs Mental Health Charter (Rest, Relaxation, Relationship, and Resilience), the school has fully adopted the Three-Tier Support Model to comprehensively address students' developmental needs. At the core of this robust framework, the Discipline and Guidance Committee meets on a weekly basis to discuss student cases, provide vital Tier 1 support for emotional needs, and facilitate peer mediation when necessary. By collaborating closely with form and class teachers, the committee efficiently resolves disciplinary matters. Furthermore, recognizing the critical role of home-school partnership, we maintain a structured communication mechanism with parents. Different tiers of teaching staff proactively contact parents at designated stages, particularly to provide timely guidance and support regarding punctuality, regular attendance, and adherence to our school's positive behavioral expectations.

To ensure holistic care, this strong internal framework is further strengthened through active collaborations with esteemed external organizations, including the Tung Wah Group of Hospitals (TWGHs) Ho Yuk Ching Educational Psychology Service, The Hong Kong Jockey Club Charities Trust, and the Mental Health Association of Hong Kong. Alongside the school social worker and educational psychologist, these partnerships provide tailored, professional support for our students.

A key focus this year was student empowerment and peer support. Leadership programmes, such as prefect training, enhanced students' teamwork and problem-solving skills; this was exemplified when S4 prefects served as "Big Sisters" during the S1 Growth Camp to help new students smoothly transition into secondary school. Furthermore, our Wellness Ambassadors took an active role in championing mental health. Notably, under the funding and initiative of The Hong Kong Jockey Club Charities Trust, two student teams successfully secured the LevelMind@School Campus Wellness Fund, with one team earning a prestigious Special Commendation Certificate out of 32 participating schools territory-wide.

To actively cultivate emotional resilience and stress management, the school partnered with these external organizations to deliver a vibrant array of wellness initiatives. Highlights included a comprehensive Sleep Expo and the "Project Soothe" mindful photography exhibition (co-organized with TWGHs), as well as "Wellness Week," which featured a dedicated relaxation space provided by the Mental Health Association of Hong Kong. These events, alongside heartwarming campus gatherings for graduating S6 students, fostered social connectedness and allowed students to appreciate life's simple joys. Through expert talks on life education, creative workshops, and relaxation spaces, students acquired practical strategies for maintaining inner peace.

Complemented by ongoing parent education programmes that further reinforce home-school

cooperation, these initiatives yielded remarkable results. Students developed stronger interpersonal relationships, greater resilience, and a profound sense of belonging to the school community. Ultimately, the Whole-school Approach to Guidance and Discipline has successfully sustained a caring, supportive environment where students feel valued, empowered, and motivated to lead purposeful and responsible lives.

3.3 Spiritual Development

Students demonstrated a positive attitude towards spiritual development and actively participated in a wide range of faith-based activities that reflected the school's commitment to Christian education. Through Religious Education lessons, morning assemblies, prayers, hymn singing, and Bible readings, students deepened their understanding of Christian teachings and values. These regular practices encouraged spiritual reflection and helped students integrate faith into their daily lives.

Students also participated enthusiastically in evangelistic and service-learning activities, including visits to elderly homes. Through serving others and sharing God's love with the community, students developed compassion, empathy, and a stronger sense of social responsibility. These meaningful experiences enabled them to put Christian values into action and understand the importance of caring for those in need.

Guest speakers further enriched students' spiritual growth. A sharing session by The Rev. Ko Kwok Hung Pele from Chung Chi College, CUHK encouraged students to reflect on the meaning of Easter and the importance of caring for one another. In addition, Rev. Dr. Matthew Lau shared his personal testimony during the School Anniversary Thanksgiving Service, inspiring students through his faith journey and demonstrating how Christian values can guide and enrich one's life.

Overall, students showed genuine enthusiasm for spiritual development and actively engaged in opportunities for worship, service, and faith formation. The integration of Christian values into the school curriculum and student activities has fostered a caring, supportive, and faith-filled school environment. Through these experiences, students have become more compassionate, responsible, and reflective individuals, contributing positively to both the school community and society.

3.4 Life Planning Education

Our school is committed to providing students with diverse and meaningful opportunities to explore their academic interests, develop career aspirations, and make informed choices about their future pathways. Students demonstrate a positive and proactive attitude towards life planning education, actively participating in a wide range of programmes designed to broaden their horizons and enhance self-understanding.

Through activities such as the internship in law firm Mayer Brown, S4 and S5 students gained valuable insights into the field of legal professions, stimulating their interest and helping them understand potential career pathways. Visits to institutions including CUHK's nursing faculty enabled students to gain firsthand exposure to healthcare professions, deepening their understanding of the medical field and the skills, values, and commitment required of healthcare practitioners.

Senior students also benefited from programmes such as "Chicken Soup" and the Mentorship Programme, which connected them with professionals and alumni from various industries. Through sharing sessions, workplace insights, and personal guidance, students received practical advice on further studies, career development, and personal growth. These interactions provided inspiration and encouraged students to reflect on their strengths, interests, and future goals.

In addition, students actively participated in NGO-led career and leadership programmes, including mentoring initiatives organized by Inspiring Girls Hong Kong. These programmes allowed students to interact with role models from different professions, broaden their understanding of career opportunities, and develop greater confidence in pursuing their ambitions. Through meaningful exchanges with mentors, students gained valuable perspectives on workplace expectations, personal development, and lifelong learning.

Overall, students demonstrated strong engagement in life planning education and a genuine commitment to their personal and career development. These experiences enhanced their self-awareness, strengthened their career readiness, and empowered them to set clear goals for the future. As a result, students became more confident, resilient, and responsible in planning their academic and professional journeys while developing a stronger sense of purpose and civic responsibility.

3.5 Talent Development and Leadership Development

Dedicated to nurturing leadership and personal growth, the school offers a dynamic range of activities designed to cultivate core transferable skills, including teamwork, problem-solving, and innovation. The formal inauguration ceremonies for student leaders and extracurricular group heads serve to instill a profound sense of responsibility and solidify their leadership capacities. Furthermore, participation in inter-school leadership training camps and experiential activities, such as orienteering, challenges students to collaborate on complex tasks, thereby strengthening their organizational skills and adaptability. Demonstrating remarkable initiative, students have also independently established and managed their own "interest clubs," successfully showcasing their exceptional self-management, strategic planning, and collaborative capabilities.

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. In the 62nd Schools Dance Festival, both the Chinese Dance Team and the Pop Dance Team showcased extraordinary talent, each earning the Highly Commended Award. Furthermore, our Chinese Dance Team reached new heights at the 2026 International Elite Dance Competition, standing out among numerous contestants to clinch the Gold Award. Students from our school performed exceptionally well and secured the Second Runner-up position in the Chinese Traditional Costume Innovation Design Competition. S5 Fok Tin Lam Tina, Yeung Ho Ying, and Leung Nok Yan, who chose “Heritage: The Past” and “Heritage: The Present” as their themes. Through various forms of expression, they explored the significance of cultural inheritance in both historical and modern contexts, providing an in-depth analysis of cultural continuity and transformation. At the 56th Schools Dance Festival, Lok Yee Ching (S5) participated in the Chinese Dance Solo Event and was awarded a Merit Award in recognition of her performance. This achievement reflects her dedication, perseverance, and commitment to excellence in dance.

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. Students achieved outstanding results in a range of inter-school sports competitions, reflecting their dedication, perseverance, and sportsmanship.

Our basketball teams achieved remarkable success throughout the year, demonstrating excellence in both local and regional competitions. Students performed outstandingly in various 3-on-3 tournaments, earning Champion, 1st Place, 2nd Place, and 4th Place awards in regional and CCC-organised basketball competitions. The school team also participated in the Hong Kong Ta Kung Pao Three-on-Three District Basketball Competition, securing Second Place in the Kowloon District and advancing to the Hong Kong Final, where they won a Bronze Medal after a series of intense matches. In addition, team members represented the school in the Lions Clubs International China Hong Kong & Macau Basketball Tournament 2025, organised by Lions Clubs International District 303, Hong Kong & Macau, China, and achieved excellent results, including U12 2nd Runner-up and U15 2nd Runner-up. These achievements reflect our students' dedication, teamwork, and sporting excellence.

The school also celebrated the achievement of Wong Tsz Ying (S4), who was awarded First Runner-up in the CCC Badminton Tournament. The school team was awarded the 3rd runner up in the Inter-school Badminton Competition 2025-26 (Grade B).

In volleyball, the Senior Team attained 3rd Runner-up in the HK Island & Kowloon Secondary School Competition – BOCHK Beach Volleyball Cup 2024-2025 (Division Three), demonstrating excellent teamwork, determination, and resilience throughout the competition.

The Archery Team also delivered remarkable performances at the 31st Anniversary K S Lo Cup Inter-School Archery Championship. Students secured 2nd Place and 10th Place in individual events, while the S1 Women's Recurve Bow Team was crowned Champion in the overall team event. These achievements highlight students' commitment to excellence and the successful development of sporting talent through the school's athletic programmes.

To promote students' diverse athletic development, the school incorporated emerging sports into the Physical Education curriculum and Multiple Intelligences programmes. These activities provided students with opportunities to explore different sports, enhance physical fitness, and develop teamwork, confidence, and resilience. Students demonstrated positive engagement and showed improvement in strength, agility, coordination, and sportsmanship through regular participation and practice.

3.6 Social Service and National Education

The school is committed to fostering students' whole-person development through meaningful social service and national education programmes. Through the KTLS "Light Bearers" Programme, students received systematic training in social service and leadership before designing and implementing service projects on themes such as artificial intelligence, social enterprise, the silver economy, cultural inclusion, animal welfare, mental health, and financial literacy. Through identifying community needs, planning activities, and serving different groups, students developed creativity, problem-solving skills, leadership, teamwork, and a strong sense of social responsibility.

Students also demonstrated compassion and civic awareness through the "Christmas is a Time to LOVE" campaign. By preparing donations, raising funds, and visiting elderly centres and grassroots organisations, students learned the values of empathy, generosity, and service to others. These experiences strengthened their understanding of community needs and encouraged them to put Christian values into action.

In National Education, students participated in study tours and exchange programmes organised by the Education Bureau. Through the Nanjing and Beijing Historical and Cultural Exploration Tour, students deepened their understanding of the War of Resistance against

Japanese Aggression, paid tribute to national heroes, and strengthened their sense of national identity and patriotism. Visits to historical sites and museums enabled students to appreciate the sacrifices made for the nation and recognise the importance of national security.

Through various study tours, students' national identity is enhanced and their "Chinese Heart" is cultivated. For example, in the Sichuan Sustainable Development Study Tour, students experienced the harmonious coexistence of ecological protection and historical wisdom. At the Wolong Shenshuping and Chengdu Research Base of Giant Panda Breeding, they participated in conservation volunteer experiences to learn about the nation's ecological restoration efforts. Furthermore, visiting the Wenchuan Yingxiu Earthquake Site and reconstruction area deeply inspired them regarding disaster prevention and sustainable community rebuilding. Through sports exchanges with sister schools in Huizhou, students gained insights into the nation's efforts in nurturing youth sports development. In the 2025–2026 APASO questionnaire of our school, the score for national identity also reached 116.

3.7 Environmental Education and Health Education

Students at our school demonstrate a commendable attitude towards Environmental Education and Health Education, showing enthusiasm and active engagement in a variety of related initiatives. During events such as the recycling campaign organised by the General Affairs Committee, students participated eagerly and displayed a genuine interest in learning about environmental stewardship. In addition, during Humanities Week, the PSHE Department invited Ms Prudence Yeung, a young climate advocate, to share her valuable experiences of how young people can contribute to combating climate change. Furthermore, National Geography Day was organised to promote students' understanding of sustainable development efforts in China. A wide range of activities, including a reading assembly and booth games, were held to arouse students' interest and enhance their understanding of sustainability and environmental responsibility.

In Health Education, students were engaged in various activities in Wellness Forward Sport Carnival, 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 Supporting Students with Special Educational Needs

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 Academically Low Achievers (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 measures and allocation of resources	Our school is deeply committed to supporting students with Special 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 subject panel heads, student discipline & guidance teacher, class teachers, school social workers, educational psychologist, examination coordinator, and subject teachers. • **Additional Staffing:** To strengthen our educational support system and enhance the student learning experience, the school has expanded its teaching staff by recruiting an additional teacher and a dedicated teaching assistant. • **Tailored Speech Therapy Services:** Led by a certified speech therapist, our personalized speech therapy sessions provide vital support for students with Speech and Language Impairments (SLI). These targeted interventions effectively empower students to overcome linguistic challenges and significantly improve their 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. • **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.

4. STUDENT PERFORMANCE

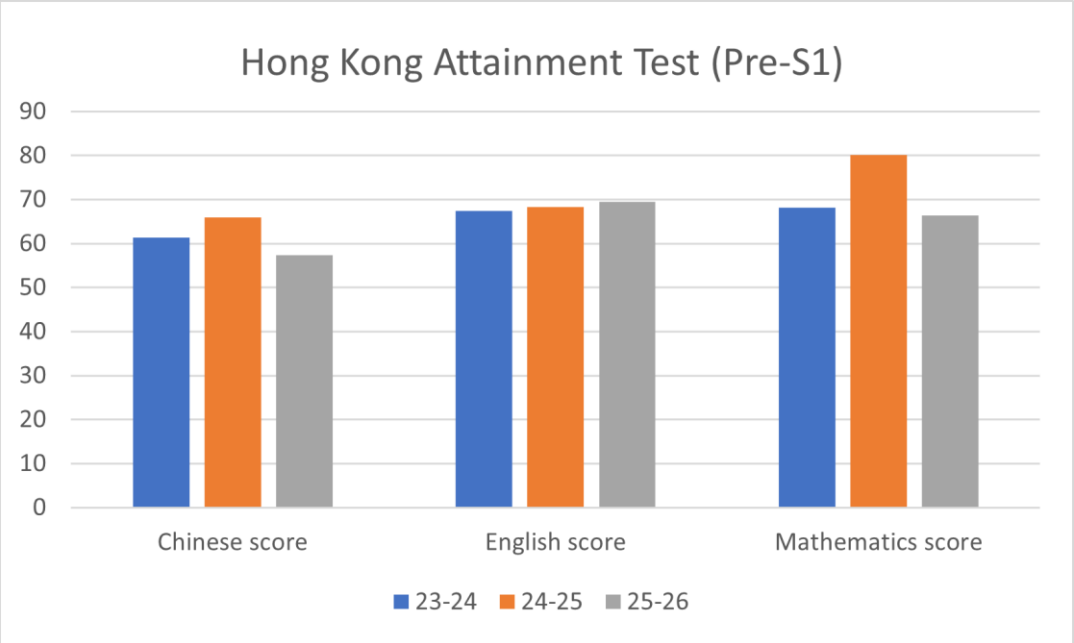
4.1 Students' Attendance (whole school year)

2025-2026	Percentage
S1	98.2%
S2	97.7%
S3	96.6%
S4	96.3%
S5	93.4%
S6	96.8%
Average	96.8%

4.2 Hong Kong Attainment Test (Pre-S1)

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

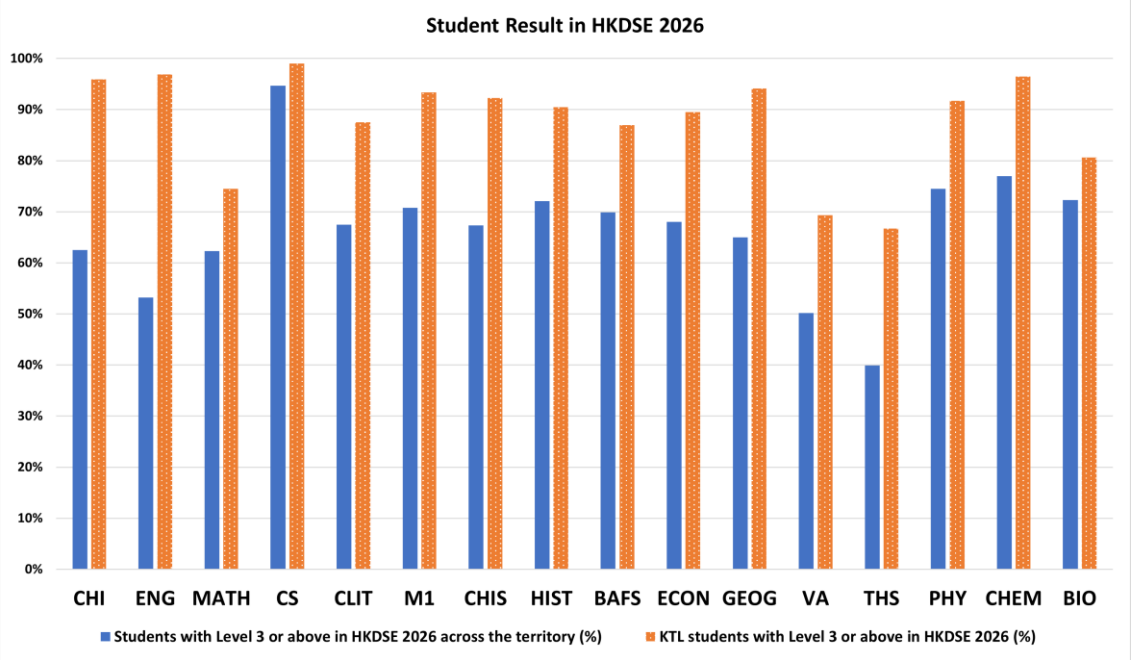
Year	Chinese score	English score	Mathematics score
23-24	61.3	67.4	68.2
24-25	65.9	68.3	80.1
25-26	57.3	69.5	66.4



4.3 Results in HKDSE

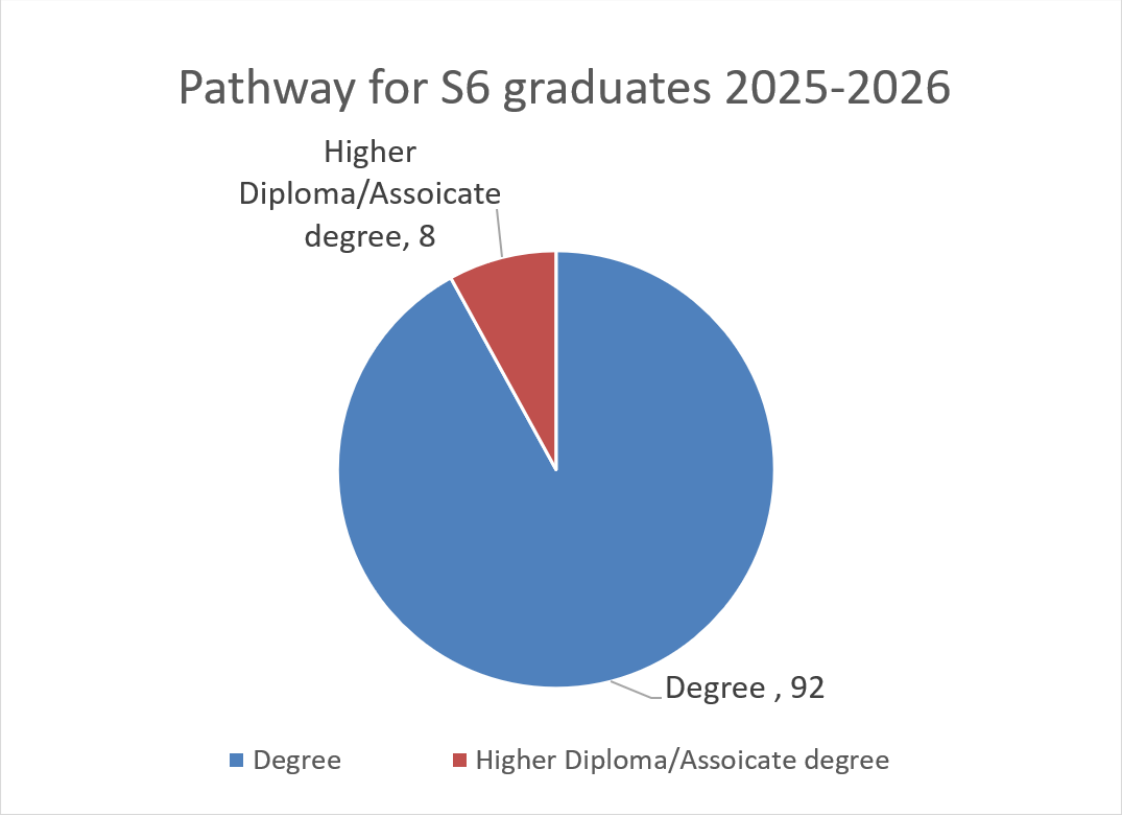
Overall, 90% of our students met the general entrance requirements for local undergraduate programmes (achieving "332A" in Chinese Language, English Language, Mathematics, and Citizenship and Social Development, respectively), compared to the territory-wide average of 36.8%. In Chinese Language, 26.3% of our students achieved Level 5 or above and 60% achieved Level 4 or above, far exceeding the Hong Kong averages of 10.7% and 31.7%, respectively. Similarly, in English Language, 34.7% of our students achieved Level 5 or above and 65.3% achieved Level 4 or above, compared to the Hong Kong averages of 10.1% and 27.3%. In terms of individual subject performance, 11 of our subjects recorded a higher percentage of students achieving Level 5 or above than the territory-wide average, while 15 subjects saw a higher percentage achieving Level 4 or above. These outstanding results once again highlight our students' academic excellence and remarkable achievements in the HKDSE.

Regarding further education, 92% of our graduates were admitted to bachelor's degree programmes, which is highly encouraging. Notably, Wong Sum Yee achieved exemplary results, securing Level 5** in both Mathematics (Compulsory Part) and Biology, as well as Level 5* in English Language, Chemistry, and Mathematics Extended Part Module 1 (M1), and was successfully admitted to the Bachelor of Medicine and Bachelor of Surgery (MBBS) programme at The University of Hong Kong (HKU). Additionally, two of our students gained admission to Bachelor of Laws (LLB) programmes. Many other students have also secured places at top local universities in their desired fields of study, including Pharmacy, Speech-Language Pathology, Biomedical Engineering, Computer Engineering, Earth and Environmental Sciences, Business Computing and Data Analytics, Nursing, Creative Media, Global Studies, and Chinese Language and Literature. Our school remains committed to providing high-quality education to help students unlock their potential and excel in the HKDSE, enabling them to pursue their aspirations, explore diverse articulation pathways, and create a bright future.



4.4 Pathways of Graduates

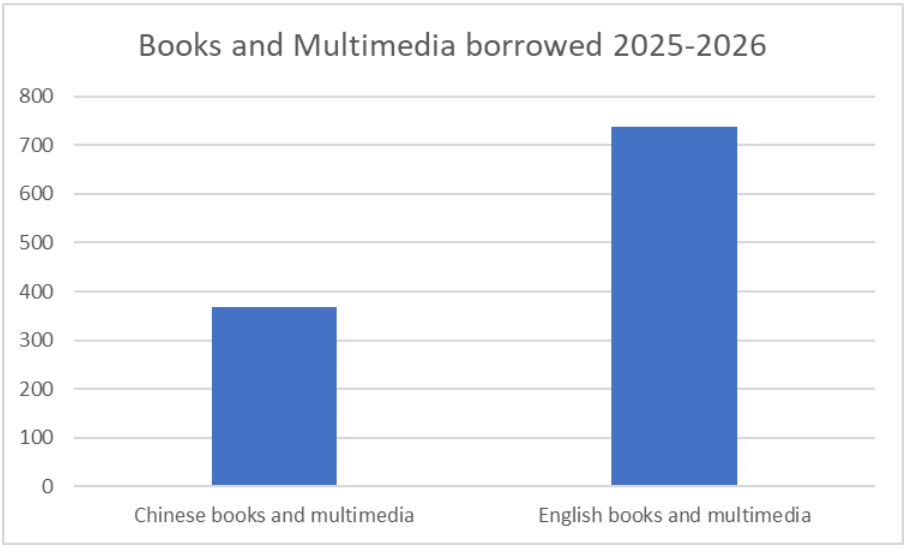
92% of students received degree offers in the year 2025. Among the successful JUPAS applicants, 99% received a degree offer.



4.5 Students' Reading Habit

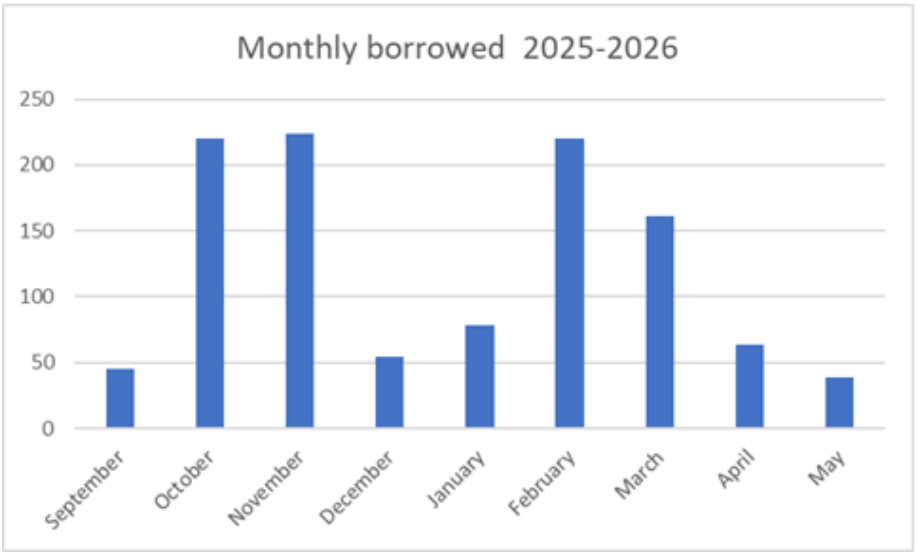
- Number of books borrowed (Year)

Category	2025-2026
Chinese books and multimedia	369
English books and multimedia	737



- Monthly borrowed amount

Month	2025-2026
September	45
October	220
November	224
December	54
January	78
February	220
March	161
April	64
May	39



4.6 Achievements and Awards 2025-2026

Academic		
4th Global Chinese Writing Competition for Young Writers	S1 Ting Yuet Hei	Merit Award
China Secondary School Students Essay Competition	S5 Ting Yuet Hei S4 Chow On Na S5 Fong Kit Yu	Rising Sun Literary Star Silver Award Merit Award
77th Hong Kong Schools Speech Festival (2025) (Chinese Speech)	S1 Wong Yuet Kiu S1 Chan King Yo S1 Wong Tsz Ying S2 Hu Yiting S2 Ling Long Yan S2 Yang Yuehan S4 Choy On Ni Annie S4 Ngai Yin Ching	S1 Third Place in Cantonese Solo-verse Speaking, Third Place in Lyric Recitation S1 Merit in Cantonese Solo-verse Speaking S1 Merit in Cantonese Solo-verse Speaking S2 Merit in Mandarin Solo-verse Speaking S2 Merit in Cantonese Prose Reading S2 Merit in Mandarin Solo-verse Speaking S4 Merit in Mandarin Prose Reading S4 Merit in Cantonese Prose Reading
New Asia College 75th Anniversary Couplet Writing Competition	S3 Wong Cheuk Yu	1st Runner-up
"Mind Architect" Essay Competition (Chinese)	S2 Cai Ping S2 Pang Man Pui	S2 Third Place in the Open Category S2 Second Place in Junior Secondary
“Heritage on the Tip of the Pen” Chinese Fiction Writing Competition (Chinese)	S3 Yeung Ying Kwan Simona S3 Chan Ka Lok S3 Cheuk Yin Wa Twinky S3 Siu Yiu S3 Zhou Kan Yee	Outstanding Creative Writing Award
Letter to Friends Who Have Contributed to China's Foreign Relations" Essay Competition (Chinese)	S4 Ng Yan Tung	Merit Award
2025/26 Chinese Talent Competition for Non-Chinese Speaking Students (Secondary)	S1 Chaudhry Rabia Mahnoor S1 Bibi Afeefa S1 Shakeel Horiya S3 Collins Jasmine Heather	Competitor
2026 BookToK Competition : Short Video Review Contest (Chinese)	S4 Chow On Na	Best Storyteller
1st Teenagers and Children Book Report Contest - Chinese	S5 Chan Agnes S5 Chan Hoi Laam S5 Chan Tsz Wai S5 Chow Tsz Hei S5 Fan Tsoi Ching S5 Ho Man Kwan S5 Lim Tsz Ching S5 Lo Tsz Ching	Gold award First runner-up Second runner-up Bronze award Second runner-up Silver award Silver award Gold award

	S5 Ma Cheuk Yu S5 Ng Chiu Yee S5 Ng Man Hei S5 Tang Hiu Yan S5 Tang Oi Lam S5 Chiu Fei Yeung S5 Chu Sin Yan S5 Hong Aurora Xiyao S5 Kong Zhao Yu S5 Lai Lok Wan S5 Wong Wing Kei S5 Xu Pui Yan S5 Yuen Wing Yin	Gold award Second runner-up Gold award Champion Silver award First runner-up Bronze award Gold award Second runner-up Silver award Silver award Silver award Silver award
2026 Asia-Pacific Youth Debating Championship (Chinese)	S2 Tong Tsz Kiu Jessica S3 Ho Ming Yan S4 Ngai Yin Ching S5 Zeng Wat Wing S5 Chan Hiu Yu Trixia	Competitor
Elite Cup On-site Essay Writing Competition (Chinese)	S2 Ling Long Yan S2 Tang Cheuk Lam	Second Prize First Prize
Inter-School Debating Invitation Competition (Kowloon Tong Cup) (Chinese)	S2 Tong Tsz Kiu Jessica S3 Ho Ming Yan S3 Tam Wing Yu S4 Ngai Yin Ching S5 Zeng Wat Wing S5 Chan Hiu Yu Trixia	Awardee
Inter-School Debating Competition (Chinese)	S2 Tong Tsz Kiu Jessica	Best Debater
2nd Rookie Debate Competition (Chinese)	S2 Tong Tsz Kiu Jessica	Competitor
Voice of the Citizens (Speech Activity) (Chinese)	S2 Tong Tsz Kiu Jessica S3 Wu Tsz Lam Jasmine	Most Visionary Award Best Speech Award
Good Stories of Hong Kong 2526 (Chinese)	S1 Koo Ka Hei S3 Chan Yui Ka Kalia	Awardee
Light of the Spirit of the War of Resistance Essay Competition (Chinese)	S5 Ting Yuet Hei	Second Prize
The 2nd Hong Kong Heritage Guided Tour KOL – Mandarin Heritage Guided Tour Short Film Production Competition	S2 Cai On Sin S2 Ng Yuk Hei S2 Wan Tsz Wing S2 Yeung Cheuk Wing S3 Wong Tsz Yau	Merit Award
2025-26 (Arch Cup) Canadian English Writing Competition	S4 Chan Lok Yan Alice S4 Chan Wing Kei S4 Chong Wing Tung Emmi	Gold Prize Silver Prize Bronze Prize
77th Hong Kong Schools Speech Festival (English Speech) (2025) - Choral Speaking	S1 Chan Shuk Ying S1 Chen Buwei S1 Chen Yihan S1 Cheung Hoi Ying S1 Cheung Yi Ki S1 Chu Ching Yan Jessie S1 Feng Junting S1 Fung Hei Tung Hailey	3rd Place

	S1 Lam Amazing S1 Lam Nga Lam Wendy S1 Lau Hoi Chi S1 Lau Tsz Kwan S1 Lee Ka Yee S1 Lo Hiu Wai S1 Ng Tsz Ching S1 Ping Zi Lin S1 So Ying Man S1 Tsang Hui Wing S1 Wong Ching S1 Xing Fu S1 Ye Siyu S1 Yiu Tsz Ching S1 Yu Yan Lam S1 Zeng Wen Ting S1 Zheng Yi Man S1 Chan Wing Yau S1 Choy Lai Ming S1 Ho Hui Ni S1 Kwun Yat Hei S1 Lai Lok Yi S1 Law Cayce Tsz Ching S1 Li Tsz Yin S1 Lu Qiubei S1 Lui Valerie On Kiu S1 Ngai Ching S1 Ngai Po Yi Isabella S1 Pun Ching Man S1 Sze Hoi Man S1 Tong Man Yu S1 Tsang Oi Lam S1 Tsui Hoi Tung S1 Wang Yanxin S1 Wong Lok Hei S1 Wong Pui Lok S1 Wong Wing Kiu S1 Wong Yuet Kiu S1 Yeung Wing Shan S1 Yeung Yin Yan	
Hong Kong Secondary Schools Debating Competition (English)	S4 Fung Ka Sin S4 Leung Mei Sze S4 Wong Yuen Lam	Awardee
English Debating Friendly Match with Ying Wa College	S2 Io Lap Yan S3 Collins Jasmine Heather S3 Lau Po Hei S4 Fung Ka Sin S4 Leung Mei Sze S4 Wong Yuen Lam S5 Chan Tsz Ching S5 Ng Ching Yin S5 Tang Hiu Yan	Competitor Competitor Competitor Team leader Competitor Competitor Competitor Team leader Team leader
Time to Talk Public Speaking Competition (English)	S2 Chung Ni Fu Gwyneth S2 Io Lap Yan S2 Ng Cheuk Ying Jaslyn S2 Sun Hei Ching Daphney	3rd Prize 3rd Prize 3rd Prize 3rd Prize

	S2 Tong Tsz Kiu Jessica S3 Collins Jasmine Heather S3 Ezrah Jeezelle Agustin S3 Li Yan Yi S3 Uy Myka Colyne S3 Wong Sin Yau Esther	3rd Prize Competitor Competitor Competitor Competitor Competitor
Hong Kong Young Writers Awards (English)	S1 Fung Sin Yu S1 Kwok Yin Lam S3 Lau Po Hei S4 Cheng Yat Nam Adelyn S4 Cheung Nga Ching S4 Leung Mei Sze S4 Wong Hei Nam Kayce S4 Wong Yuen Lam	Competitor
26th Lions International Youth Exchange Scholarship English Public Speaking Competition	S4 Wong Hei Nam Kayce	Best Presenter Award
Harvard Prize Book Award 2026	S5 Chow Tsz Hei S5 Liu Lok Yi S5 Tang Oi Lam	Winner
The 4th GBA-HK-Macau The "Kids Voice" Cup Speech & Storytelling Competition (English)	S4 Foo Oi Lam Ellen	Second runner-up
77th Hong Kong Schools Speech Festival (English Speech) (2025) (Dramatic Duologue-Secondary 3 and 4)	S4 Tang Hiu Tung Evelyn S4 Tse Emily S5 Lam Luna Yan Yuet S5 Lam Tsz Miu	Merit
77th Hong Kong Schools Speech Festival (English Speech) (2025) (News Feature Presentation S3 & S4)	S4 Cheung Ho Kei S4 Fung Ka Sin S4 Lau Yuen Ching S4 Leung Mei Sze S4 Ng Tsz Yan S4 Ngai Boon Ga Jessica S4 Tao Yi Jing S4 Tin Lok Lam S4 Wang Sze Yui Hannah S4 Wong Muk Laam S4 Chow On Na S4 Lam Yat On	Merit Merit Merit 3rd Place 1st Place Merit Merit Merit Merit Merit Merit Merit
77th Hong Kong Schools Speech Festival (English Speech) (2025) (News Feature Presentation S5 & S6)	S5 Liu Lok Yi S5 Chang Tsz Kwan S5 Chu Sin Yan S5 Hong Aurora Xiyao S5 Lam Tsz Miu S5 Ting Yuet Hei S5 Wong Hei Kiu Gabriella S5 Wong Wing Kei S5 Yuen Wing Yin S5 Luo Yu Hang S5 Ng Sze Wing Kathy	1st Place Merit Merit Merit Competitor Merit Merit Merit Merit Merit Merit
77th Hong Kong Schools Speech Festival (English Speech) (2025) (Public Speaking Solo-Secondary 3 and 4)	S3 Ezrah Jeezelle Agustin	Merit
77th Hong Kong Schools Speech Festival (English Speech) (2025) (Shakespeare Monologue - Open)	S3 Collins Jasmine Heather	Merit

77th Hong Kong Schools Speech Festival (English Speech) (2025) (Solo Prose Reading-Non-Open-Girls-Secondary 4)	S4 Chan Tsz Lam Cassie S4 Kwok Ching Sum Shalom	3rd Place Competitor
77th Hong Kong Schools Speech Festival (English Speech) (2025) (Solo Verse Speaking-Non-Open-Girls-Secondary 1)	S1 Chang Hannah Hei Nga S1 Wong Yuet Kiu S1 So Hoi Yin S1 Wong Tsz Ying S1 Ko Ching Johannah S1 Kwok Yin Lam S1 Li Lin Kiu Alice S1 Li Sum Yu S1 Li Wing Ching S1 Shakeel Horiya	Merit Merit 3rd Place 1st Place Merit Merit Competitor Merit Merit Merit
77th Hong Kong Schools Speech Festival (English Speech) (2025) (Solo Verse Speaking-Non-Open-Girls-Secondary 2)	S2 Chong Ailis Ho Qiu S2 Ng Cheuk Ying Jaslyn S2 Poon Hiu Ying S2 Tang Cheuk Lam	Merit
77th Hong Kong Schools Speech Festival (English Speech) (2025) (Solo Verse Speaking-Non-Open-Girls-Secondary 4)	S4 Lam Pui Ying Surene S4 Tai Sze Ching S4 Chong Wing Tung Emmi S4 Lee Tze Huen S4 Cheung Tung	Merit
77th Hong Kong Schools Speech Festival (English Speech) (2025) (Solo Verse Speaking-Non-Open-Girls-Secondary 5)	S5 Chan Tsz Ching S5 Tang Hiu Yan S5 Yeung Charmaine	Merit
77th Hong Kong Schools Speech Festival (English Speech) (2025) (Solo Verse Speaking-Open-Boys and Girls-Age 14)	S3 Uy Myka Colyne	Merit
Harvard GlobalWE Essay Contest 2025/26	S5 Au Kylie S5 Chan Hoi Laam S5 Chan Tsz Ching S5 Cheung Man Yan S5 Chow Tsz Hei S5 Fok Tin Lam Tina S5 Fung Arianna S5 Ho Man Kwan S5 Kwok Sze Wai Grace S5 Lam Chor Hei S5 Leung Nok Yan S5 Lim Tsz Ching S5 Liu Lok Yi S5 Lo Tsz Ching S5 Ma Cheuk Yu S5 Ng Ching Yin S5 Ng Chiu Yee S5 Ng Man Hei S5 Poon Hiu Yee S5 Tang Hiu Yan S5 Tang Oi Lam S5 Wong Cin Mei S5 Wong Hang Chi Gigi S5 Yeung Charmaine	Competitor Honorable Mentions Competitor Competitor Competitor Honorable Mentions Competitor Competitor Competitor Competitor Competitor Competitor Competitor Competitor Competitor Competitor Competitor Winner Competitor Competitor Honorable Mentions Competitor Competitor Competitor
C.C.C Inter-school Voice-over Competition (English)	S4 Chan Tsz Lam Cassie S4 Tin Lok Lam S4 Wong Hei Nam Kayce S4 Yeung Hei Yu	Competitor

The 18th English Radio Drama Competition	S3 Cheung Wing Man S3 Collins Jasmine Heather S3 Ezrah Jeezelle Agustin S3 Lau Po Hei S3 Lau Shun Hei	Bronze Award Bronze Award Bronze Award Bronze Award Bronze Award; Overall Best Performer Award
STANCE (Asia's Inaugural Storytelling Competition for Global Youth 2025) (English)	S5 Tang Oi Lam	Honorable Mentions
International Storytelling Competition for Children and Youth 2026	S2 Cheng Lai Ying S2 Ng Yuk Hei S4 Ngai Yin Ching	Champion First runner-up Second runner-up
UNSDGs Debating Competition 2025-26	S2 Chung Ni Fu Gwyneth S2 Io Lap Yan S2 Ng Cheuk Ying Jaslyn S5 Chan Tsz Ching S5 Chow Tsz Hei S5 Ng Ching Yin S5 Tang Hiu Yan	Awardee
Inter Cultural Education Model United Nations Conference (ICEMUN)	S2 Chung Ni Fu Gwyneth S2 Ng Cheuk Ying Jaslyn S3 Lau Po Hei S4 Leung Mei Sze	Most Improved Award Competitor Competitor Competitor
UNICEF HK #Youth For Youth Acknowledgement Event 2025	S5 Chan Hoi Laam S5 Chan Tsz Wai S5 Lim Tsz Ching S5 Liu Lok Yi S5 Ng Chiu Yee S5 Ng Man Hei S5 Tang Hiu Yan	Outstanding Volunteer Programme Award
Nord Anglia International School Model United Nations Conference (NAISMUN)	S3 Chan Wai Ying S3 Cheung Wing Man S3 Chu Ying Fei S3 Collins Jasmine Heather S3 Lau Po Hei S4 Cheng Yat Nam Adelyn S4 Cheung Ho Kei S4 Leung Mei Sze S4 Ngai Boon Ga Jessica S4 Wong Hei Nam Kayce S5 Liu Lok Yi S5 Ng Ching Yin S5 Tang Hiu Yan	Competitor Competitor Competitor Competitor Competitor Competitor Competitor Best Delegate Award Competitor Competitor Competitor Competitor Competitor
2025 Asia-Pacific International Model Nations Conference in Macau (AIMUN in Macau)	S2 Chung Ni Fu Gwyneth S2 Io Lap Yan S2 Ng Cheuk Ying Jaslyn S2 Sun Hei Ching Daphney S2 Tong Tsz Kiu Jessica S3 Chan Wai Ying S4 Leung Mei Sze S4 Tin Lok Lam S4 Wong Hei Nam Kayce	Competitor Competitor Competitor Competitor Competitor Competitor Best Speech Award Competitor Best Debater Award
Diocesan Girls' School Model United Nations Conference (DGSMUN)	S1 Cheng Ka Yu Sabrina S1 Lam Yan Wing S1 Li Sum Yu S1 Li Wing Ching	Competitor

	S2 Chung Ni Fu Gwyneth S2 Io Lap Yan S2 Ng Cheuk Ying Jaslyn S4 Cheng Yat Nam Adelyn S4 Cheung Ho Kei S4 Leung Mei Sze	
2025 Oxford Global Model Nations Conference in the UK	S5 Chow Tsz Hei S5 Tang Hiu Yan	Competitor
King George V School Model United Nations Conference (KGVMUN)	S2 Chung Ni Fu Gwyneth S2 Io Lap Yan S2 Ng Cheuk Ying Jaslyn S3 Chan Wai Ying S3 Chu Ying Fei S3 Lau Po Hei S4 Chan Tsz Lam Cassie S4 Cheng Yat Nam Adelyn S4 Cheung Ho Kei S4 Lam Pui Ying Surene S4 Leung Mei Sze S4 Ngai Boon Ga Jessica S4 Thapa Subba Gia Aastha S5 Chan Hoi Laam S5 Liu Lok Yi S5 Ng Ching Yin S5 Tang Hiu Yan	Most Improved Delegate Award Competitor Competitor Competitor Competitor Competitor Competitor Competitor Competitor Competitor Best Speech Award Competitor Competitor Competitor Best Delegate Award Competitor Best Delegate Award
Hong Kong Baptist University Model United Nations Conference (HKBUMUN)	S2 Chung Ni Fu Gwyneth S2 Io Lap Yan	Competitor
The True Light School of Hong Kong Model United Nations Conference (TLHKMUN)	S2 Ng Cheuk Ying Jaslyn S4 Cheung Nga Ching S4 Lam Pui Ying Surene S4 Ngai Boon Ga Jessica S4 Thapa Subba Gia Aastha S4 Wong Muk Laam	Competitor
La Salle College x Maryknoll Convent School Model United Nations (LSCMCSMUN)	S1 Fung Sin Yu S1 Li Sum Yu S2 Chung Ni Fu Gwyneth S2 Io Lap Yan S2 Ng Cheuk Ying Jaslyn S3 Collins Jasmine Heather S3 Lau Po Hei S4 Cheng Yat Nam Adelyn S4 Leung Mei Sze S4 Thapa Subba Gia Aastha S4 Wong Hei Nam Kayce	Competitor
St. Joseph's College Model United Nations (SJCMUN)	S1 Fung Sin Yu S1 Li Sum Yu S1 Li Wing Ching S2 Chung Ni Fu Gwyneth S2 Io Lap Yan S2 Ng Cheuk Ying Jaslyn S3 Collins Jasmine Heather S3 Lau Po Hei	Competitor

Inter-School Model United Nations Hong Kong (ISMUNHK)	S2 Chung Ni Fu Gwyneth S2 Io Lap Yan S4 Leung Mei Sze	Competitor
Thailand International Mathematical Olympiad Semi-final 2025 - 2026 (Hong Kong Region)	S4 Chan Lok Yan Alice S4 Lau Yuen Ching S4 Sze Hoi Nam S4 Wang Juntong S4 Ngai Yin Ching	Bronze Bronze Bronze Silver Bronze
Huaxia Cup 2026	S1 Fung Lok Yi Iris S1 Law Hiu Ching Emma S1 Leung Lik Yan S1 Leung Yuen Lam S1 Wong Wan Kiu Macy S2 Cai Ping S2 Wang Nuoyi S2 Yang Yuehan S2 Yip Cheuk Nam S2 Zhang Zhiyan S2 Liu Michelle Kexin S2 Tong Tsz Kiu Jessica	Second Prize Second Prize Competitor Third Prize Third Prize Third Prize Second Prize Third Prize Third Prize Third Prize Competitor Third Prize
Math conceptation	S1 Fung Lok Yi Iris S2 Wang Nuoyi S2 Yang Yuehan S2 Yip Cheuk Nam S4 Chan Lok Yan Alice S4 Wang Beiou S4 Wang Juntong	Competitor
The Forty-Third Hong Kong Mathematics Olympiad (HKMO) (2025/26)	S4 Tin Lok Lam S4 Wang Beiou S4 Wang Juntong S4 Ngai Yin Ching S4 Yang Tsz Lui	Competitor
28th Hong Kong Mathematical High Achievers Selection Contest	S2 Wang Nuoyi S2 Yang Yuehan S2 Yip Cheuk Nam S2 Zhang Zhiyan S2 Tong Tsz Kiu Jessica	Third Prize Competitor Competitor Competitor Competitor
Thailand International Mathematical Olympiad Final Round 2025 - 2026	S4 Chan Lok Yan Alice S4 Lau Yuen Ching S4 Sze Hoi Nam S4 Wang Juntong S4 Ngai Yin Ching	Bronze Merit Bronze Bronze Merit
Mathematical Modelling Competition for Secondary Students (MMCSS) 2025/26	S2 Wang Nuoyi S2 Yang Yuehan S2 Yip Cheuk Nam S2 Zhang Zhiyan S2 Ng Cheuk Ying Jaslyn S2 Tong Tsz Kiu Jessica	Competitor
AIMO	S3 Chan Yuen Kiu S3 Tang Ruo Jin S3 Wong Hong Wai S4 Ngai Yin Ching	Competitor
Hong Kong Mathematics Olympiad 2026	S3 Chan Yuen Kiu S3 Tang Ruo Jin S3 Wong Hong Wai S5 Lee Ching Wun	Competitor

HKIMO	S4 Ngai Yin Ching	Competitor
Mathematics Book Report Competition for Secondary Schools (2025/26)	S3 Ho Ming Yan S3 Li Ka Ki Kiki S3 Leung Ching Man S3 Li Zhixin	Competitor
Hong Kong Mathematics Kangaroo Contest	S2 Cheng Chit Ching	Competitor
Hong Kong Hua Luo-geng Cup Mathematics Competition 2026	S2 Hu Yiting	Competitor
HKCCCC Inter-school Number Combinations Challenge 25-26	S4 Sze Hoi Nam S4 Tin Lok Lam S5 Ng Ching Yin	Competitor
C.C.C. Inter-School Rummikub Competition 2025-2026	S3 Lin Sitong Emma S4 Cheng Sze Yee Cheryl S4 Cheung Ting Hei S4 Hon Chih Yu	Competitor
Microfilm Competition commemorating the 80th Anniversary of Victory in Chinese People's War of Resistance Against Japanese Aggression and the World Anti-Fascist War (STEM)	S4 Lau Yuen Ching S4 Wang Sze Yui Hannah S4 Law Tsz Ki S4 Mak Wai Kay	Champion
Odyssey of the Mind Hong Kong Regional Tournament 2026 (STEM)	S2 Chan Yin Chi S2 Cheng Chit Ching S4 Chan Wing Kei S4 Chong Wing Tung Emmi S4 Lee Wing S4 Lai Yan Ching S4 Wang Ziyu	Competitor
Alibaba Cloud Inter-School Generative AI Competition (Hong Kong)	S3 Siu Yiu S3 Tang Man Yan S3 Wong Suet Yi S3 Yau Tsz Ching S4 Foo Oi Lam Ellen S4 Man Tsz Yiu S4 Mok Yuen Ying S4 Ngai Yin Ching S5 Cheung Hoi Kiu S5 Cheung Wan Chun S5 Nip Yeuk Chin Susanne S5 Yip Yan Yau	Champion Champion Champion Champion Merit Award Merit Award Merit Award Merit Award Merit Award Merit Award Merit Award Merit Award
Python Application Challenge 2026	S3 Cheung Wan Ching S3 So Tsz Lam S3 Tang Man Yan S3 Yau Tsz Ching	Second Prize
WeChat Mini Program	S2 Lau Nga Ting S2 Lau Yan Ting S3 Leung Chin Ling S2 Li Wing Ting S2 Yip Cheuk Nam S2 Cai Ping S2 Yang Ka Hei S3 Chan Wai Ying S3 Li Hiu Lui Shirley S5 Lin Leer	First Prize First Prize First Prize Second Prize Second Prize Third Prize Third Prize Third Prize Third Prize Third Prize

	S3 Ng Long Ki S3 Tang Man Yan S3 Wong Yui Mang S5 Yuen Wing Yin	Third Prize Third Prize
XRCC Spark	S3 Ng Long Ki S4 Wong Teen Yue	Merit
51th International Exhibition of Inventions Geneva	S3 Chan Wai Ying S3 Lin Selina S3 Ng Long Ki S3 Peng Xin Di	Silver Medal
Cyber Defender Alliance" Inter-school Championship	S5 Cheung Wan Chun S5 Yip Yan Yau	Silver Medal
Hong Kong Championship for Adobe Certified Professionals (ACP) 2026	S4 Cheng Yat Nam Adelyn S5 Yeung Ho Ying S5 Fok Tin Lam Tina S3 Lin Selina	Gold Award Gold Award Silver Award Bronze Award
Microsoft Office Specialist Championship (MOS) Hong Kong 2026	S4 Lam Sum Ching S4 Ngai Yin Ching	Silver Award Bronze Award
iGEM (International Genetically Engineered Machine) competition	S5 Chan Hoi Laam S5 Chan Tsz Wai S5 Fan Tsoi Ching S5 Lim Tsz Ching S5 Tang Oi Lam S5 Chang Tsz Kwan S5 Kong Zhao Yu S5 Wong Wing Kei S5 Chu Ching Lam S5 Chan Hiu Yu Trixia	Top 10, High School Gold Medal
Biodiversity and Space-exposed seed nursery project 2026	S4 Tai Sze Ching S4 Tin Lok Lam S4 Yip Heung Yiu	Competitor
MATE ROV Competition Hong Kong Regional	S2 Cheng Lai Ying S3 Mok Hei Yau S3 Chan Pui Yu S3 Chan Yuen Kiu S3 Tsang Hay Yi Hailey S3 Tsui Tsz Yiu S3 Wong Hei Lam S3 Peng Xin Di S3 Tang Man Yan S3 Uy Myka Colyne S3 Wong Cheuk Yu S4 Chan Tsz Lam Cassie S4 Cheung Ho Kei S4 Tin Lok Lam S5 Kong Zhao Yu S5 Yang Sin Sin S5 Ching Siu Wai S5 Chu Ching Lam	Competitor
28th Hong Kong Youth Science and Technology Innovation Competition	S3 Cheung Wing Man S3 Collins Jasmine Heather S3 Lau Po Hei	Merit Award
HULA Drone - ASIA Academic Challenge 2026	S5 Lin Leer S5 Yang Sin Sin	Pilot Challenge (Level 1 Certification) / Coding

	S5 Yuen Wing Yin S5 Chu Ching Lam S5 Zeng Wat Wing	Flight (Level 2 Certification)
FIRST LEGO League challenge	S2 Cheng Lai Ying S2 Cheung Sum Yin S2 Lee Ka Wing Jessica S2 Liu Michelle Kexin S2 Tong Tsz Kiu Jessica S2 Tsui Yee Ching Catherine S3 Ting Tsz Ching S3 Wong Tsz Loi S3 Wu Tsz Lam Jasmine S3 Chung Hei Tung S3 Xiang Yi Jin Erin	Competitor
The 15th Hong Kong Geography Olympiad	S5 Chan Tsz Ching S5 Chow Tsz Hei S5 Fan Tsoi Ching S5 Liu Lok Yi S5 Ma Cheuk Yu S5 Chiu Fei Yeung	Competitor
Tianda Policy Research Essay Competition	S4 Chan Tsz Lam Cassie S4 Cheng Yat Nam Adelyn S4 Leung Mei Sze S4 Wong Hei Nam Kayce	Champion
SDG Field Battle 2025	S3 Wong Suet Yi S3 Tang Man Yan S3 Wong Cheuk Yu S3 Yeung Ho Yuet S4 Lau Yuen Ching S4 Ngai Boon Ga Jessica S4 Wang Sze Yui Hannah S4 Wong Muk Laam	Competitor
All Hong Kong Secondary School Students "Belt and Road" Quiz Competition	S4 Chan Tung Yuet S4 Lai Yan Ching S4 Ng Yan Sin S4 Ng Yan Tung	Commendation Award
Greater Bay Area Green Low-carbon Cities Knowledge Competition	S3 Chiu Charlotte S3 Leung Chin Ling S3 Lin Selina S4 Cheng Yat Nam Adelyn S4 Cheung Jackie S4 Ng Tsz Yan	Certificate of Excellence
Guangdong–Hong Kong–Macao Greater Bay Area Green Campus Sustainable Development Study Camp	S3 Chiu Charlotte S3 Leung Chin Ling S3 Lin Selina S4 Cheng Yat Nam Adelyn S4 Cheung Jackie S4 Ng Tsz Yan	Competitor
AIGC Inter-School Competition (Hong Kong)	S3 Siu Yiu S3 Wong Suet Yi S3 Tang Man Yan S3 Yau Tsz Ching	Junior Secondary Champion
Capture The Flag Challenge 2025	S1 Lo Hiu Wai S1 So Ying Man S1 Tong Man Yu S1 Chan Hoi Lam	Certificate of Participation

	S1 Chow Choi Hei Jocelyn S1 Wong Hei Yiu S1 Wong Wan Kiu Macy S2 Chu Ki Yan S2 Juan Sheung Ting S2 Law Pui Sze S2 Wong Kei Ching S2 Chan Nga Hay S2 Chan Yin Chi S2 Ng Wing Yan S2 Pang Man Pui S3 Lin Sitong Emma S3 Cheung Wan Ching S3 Leung Ching Man S3 So Tsz Lam S4 Cheung Shuk Ling Christina S4 Tsang Yuen Ching S5 Kong Zhao Yu S5 Lin Leer S5 Yang Sin Sin S5 Yuen Wing Yin S5 Ching Siu Wai S5 Chu Ching Lam S5 Luo Yu Hang S5 Zeng Wat Wing S5 Man Yin Yin Selena S5 Ng Sze Wing Kathy	
51st International Exhibition of Inventions Geneva	S3 Chan Wai Ying S3 Lin Selina S3 Peng Xin Di	Silver Medal (Young Talent Category)
The 7th International Youth Forum	S4 Fung Ka Sin S5 Chow Tsz Hei S5 Liu Lok Yi S5 Ng Ching Yin S5 Tang Hiu Yan	Awardee
MuseTeens: Youth Leadership Scheme 2025	S3 Wong Cheuk Yu S4 Ng Tsz Yan	The Outstanding "MuseTeens" Award Active Participation Award
HKICPA/HKABE Joint Scholarships for BAFS	S5 Chu Sin Yan	Awardee
Sports		
The Youth We Go Inter-school Basketball Pre-season Tournament	S2 Pang Hei Tung S3 Chang Sze Pui Sibi S3 Chau Hei Yi Hinata S3 Zhang Zumiao S4 Wang Sze Yui Hannah S4 Sin Yau Yin S4 Lai Yan Ching S4 Lo Long Ka S5 Chan Agnes S5 Ma Hoi Yiu S5 Cheung Ching Man S5 Tsui Yee Ting	3rd runner-up

	S5 Lai Nga Wing	
Inter-School Swimming Competition 2025-26 Division Two	S1 Lam Hiu Yu Evie S1 Ip Charlotte Hau Tung S2 Chong Ailis Ho Qiu S2 Pang Man Pui S3 Yeung Ho Yuet S4 Hon Tsz Tung	"See Excel"
3×3 Basketball Tournament (Kowloon district competition)	S3 Chau Hei Yi Hinata S4 Wang Sze Yui Hannah S4 Sin Yau Yin S4 Lai Yan Ching	U15 1st runner-up
The Lions Clubs International China Hong Kong & Macau Basketball 3 on 3Tournament	S1 Chen Buwei S1 Tsang Hui Wing S1 Leung Nga Wai S1 Lai Hei Ching S3 Chau Hei Yi Hinata S4 Wang Sze Yui Hannah S4 Sin Yau Yin S4 Lai Yan Ching	S1 U12 2nd runner-up S3 U15 2nd runner-up S4 U15 2nd runner-up
The 31st Anniversary Archery Tournament	S1 Wang Yanxin S1 Lee Yi Lok S1 Wong Wan Kiu Macy S2 Zhang Zhiyan	S1 Group Individual Award 1st Runner-up; S1 Group Overall Award Champion S1 Group Overall Award Champion S1 Group Individual Award 10th place; S1 Group Overall Award Champion S2 Junior Individual Award 6th Place
3×3 Basketball Tournament (Hong Kong Grand Final)	S3 Chau Hei Yi Hinata S4 Wang Sze Yui Hannah S4 Sin Yau Yin S4 Lai Yan Ching	U15 2nd Runner-up
The 3×3 Basketball Competition	S1 Chen Buwei S1 Tsang Hui Wing S1 Xing Fu S1 Lai Hei Ching S2 Pang Hei Tung S2 Lo Yuen Hei S2 Lam Wai Yan S3 Chang Sze Pui Sibi	U14 2nd Runner-up U14 2nd Runner-up U14 2nd Runner-up U14 2nd Runner-up U14 1st Runner-up U14 1st Runner-up U14 1st Runner-up U14 1st Runner-up
Inter-school Athletics Competition (Division 2)	S1 Chen Buwei S 1 Ip Charlotte Hau Tung S2 Tse Tsz Yu	Grade C 4X400m Relay 3rd Runner-Up ; Grade C 800m 3rd Runner-Up Grade C 4X400m Relay 3rd Runner-Up Grade C Discus 2nd Runner-Up; Grade C 4X400m Relay 3rd

		Runner-Up
	S2 Chong Ailis Ho Qiu	Grade C 4X400m Relay 3rd Runner-Up
	S3 Siu Ho Kiu	Grade B 200m 3rd Runner-Up; Grade B 400m 1st Runner-Up
	S4 Wong Teen Yue	Grade B Javelin 2nd Runner-Up
	S5 Tsui Yee Ting	Grade A Shot Put 2nd Runner-Up
The Archery Tournament	S1 Wang Yanxin	Junior Overall Competition 2nd runner-up
	S3 Yuan Ziying	Junior Overall Competition 2nd runner-up; Junior Individual Competition 5th place
	S3 Yau Tsz Ching	Junior Overall Competition 2nd runner-up
	S5 Leung Hoi Kiu	Senior School Division Individual Competition Champion
Eastern District Sports and Recreation Area 3 On 3 Basketball League for School Students	S1 Chen Buwei S1 Tsang Hui Wing S1 Xing Fu S1 Leung Nga Wai	S1 U13 1st runner-up
	S2 Chung Yin Hung S2 Lo Yuen Hei S2 Tse Tsz Yu S2 Lam Wai Yan	S2 U13 Merit Award
Inter-school Badminton Competition 2025-2026 (Kowloon Division 3) Grade B	S2 Yao Yi Cheuk S3 Chan Wai Sum S3 Li Ka Ki Kiki S3 Li Zhixin S3 Lin Selina S4 Ng Tsz Yau S4 Wong Tsz Ying	2nd Runner-up
CCC Inter-school Badminton Competition 2025-2026	S4 Wong Tsz Ying	Single 1st Runner-up
The CCC 3 on 3 basketball tournament	S3 Chang Sze Pui Sibi S4 Lo Long Ka S5 Ma Hoi Yiu S5 Cheung Ching Man S5 Lai Nga Wing	Champion
2026 New Territories Inter-District Archery Championships and Open	S3 Yuan Ziying S4 Cheung Jackie	Competitor

Knockout Tournament	S4 Choy On Ni Annie	
Laurel School Award 2025-2026 Rising Star Athlete Award (B Grade)	S4 Wong Tsz Ying S4 Hon Tsz Tung	Laurel School Award 2025-2026 Rising Star Athlete Award (B Grade)
Art, Music And Creation		
Ming Pao x HKEEIA - Student AIGC 4-Panel Comic Competition	S5 Chan Tsz Wai S5 Lo Tsz Ching S5 Ma Cheuk Yu S5 Ng Chiu Yee S5 Tang Hiu Yan S5 Kong Zhao Yu	Silver award Silver award Silver award Silver award Silver award Second runner-up
The Chinese Traditional Costume Innovation Design Competition	S4 Liang Cheuk Yan S4 Lau Pui Lam S4 Yang Tsz Lui S5 Fok Tin Lam Tina S5 Leung Nok Yan S5 Yeung Ho Ying	Merit Merit Merit Second Runner-up Second Runner-up Second Runner-up
Hong Kong School Drama Festival (2025/26)	S2 Wong Gai Ying S2 Liu Yan Nam S2 Tam Lok Ching S3 Wu Tsz Lam Jasmine S3 Luo Sindy S3 Chu Ying Fei S3 Ezrah Jeezelle Agustin S3 Leung Chin Ling S3 Uy Myka Colyne S4 Chan Tsz Lam Cassie S4 Cheng Yat Nam Adelyn S4 Tai Sze Ching S4 Tin Lok Lam S4 Ma Hei Ue Audrey S4 Ngai Yin Ching S5 Lam Chor Hei S5 Ng Wing Tung S5 Chu Sin Yan S5 Lam Tsz Miu S5 Wong Hei Kiu Gabriella S5 Chan Hiu Yu Trixia	Award for Outstanding Cooperation; Award for Commendable Overall Performance
Hong Kong Inter-School Choral Festival 2026 - Senior Mixed	S1 Li Lin Kiu Alice S2 Wong Oi Lam Amber S2 Io Lap Yan S2 Ng Cheuk Ying Jaslyn S2 Sun Bao Yi Bella S2 Yuen Pui Ga S3 Chan Hong Yuet S3 Chan Ka Lok S3 Fung Siu Ting S3 Lo Chun Hei S4 Chan Tsz Lam Cassie S4 Cheung Ho Kei S4 Lam Pui Ying Surene S4 Lam Sum Ching S4 Leung Mei Sze S4 Sze Hoi Nam S4 Thapa Subba Gia Aastha	Silver

	S4 Tin Lok Lam S4 Wong Hei Nam Kayce S4 Yeung Hei Yu S4 Law Tsz Ki S4 Koo Yuet S4 Lam Yat On S4 Tsui Tsz Nam Celia S5 Ma Cheuk Yu S5 Chan Lok Sum S5 Hong Aurora Xiyao	
Hong Kong Inter-School Choral Festival 2026 - Junior Girls	S1 Lam Amazing S1 Ye Siyu S1 Yiu Tsz Ching S1 Ngai Ching S1 Tong Man Yu S1 Tsui Hoi Tung S1 Chaudhry Rabia Mahnoor S1 Fung Ching Nga S1 Fung Lok Yi Iris S1 Ko Tin Ching S1 Law Hiu Ching Emma S1 Tsang Man Ka S1 Wong Hei Yiu S1 Bibi Afeefa S1 Lam Yan Wing S1 Li Lin Kiu Alice S1 Li Sum Yu S1 Shakeel Horiya S1 Yu Yan Ching S2 Hung Pok Chi S2 Lin Jiaxi S2 Ng Yuk Hei S2 Sze Cheuk Ni Charlie S2 Wen Suet Yi S2 Yip Ho Yan S2 Kong Nok Ching Chloe S2 Lui Pui Yan S2 Wu Tsz Yuet S2 Fu Hing Yee Cindy S2 Lam Yan Yuet Grace S2 Lo Sum Yi S2 Sun Chi Ching S2 Wong Oi Lam Amber S2 Cheung Sum Yin S2 Chu Sin Fung S2 Io Lap Yan S2 Lai Yi Ching S2 Liu Yan Nam S2 Ng Cheuk Ying Jaslyn S2 O Elly Yi Ting S2 So Hilly S2 Sun Bao Yi Bella S2 Tam Hau Yee S2 Tam Lok Ching S2 Yuen Pui Ga S3 Chan Ka Lok	Silver

	S3 Fung Siu Ting S3 Lo Chun Hei S3 Wong Sum Yiu S3 Chan Wai Ying S3 Leung Hoi Ching S3 Lo Sum Yuet	
Hong Kong Inter-School Choral Festival 2026 - Senior	S1 Ngai Ching S1 Tong Man Yu S1 Tsui Hoi Tung S1 Wong Lok Hei S1 Chaudhry Rabia Mahnoor S1 Fung Ching Nga S1 Fung Lok Yi Iris S1 Ko Tin Ching S1 Law Hiu Ching Emma S1 Tsang Man Ka S1 Wong Hei Yiu S1 Bibi Afeefa S1 Fung Sin Yu S1 Lam Yan Wing S1 Li Lin Kiu Alice S1 Li Sum Yu S1 Shakeel Horiya S1 Yu Yan Ching S2 Hung Pok Chi S2 Lin Jiaxi S2 Ng Yuk Hei S2 Sze Cheuk Ni Charlie S2 Wen Suet Yi S2 Yip Ho Yan S2 Kong Nok Ching Chloe S2 Lui Pui Yan S2 Wu Tsz Yuet S2 Fu Hing Yee Cindy S2 Lam Yan Yuet Grace S2 Lo Sum Yi S2 Sun Chi Ching S2 Wong Oi Lam Amber S2 Cheung Sum Yin S2 Chu Sin Fung S2 Io Lap Yan S2 Lai Yi Ching S2 Liu Yan Nam S2 Ng Cheuk Ying Jaslyn S2 O Elly Yi Ting S2 So Hilly S2 Sun Bao Yi Bella S2 Tam Hau Yee S2 Tam Lok Ching S2 Yuen Pui Ga S3 Chan Ka Lok S3 Fung Siu Ting S3 Lo Chun Hei S3 Wong Sum Yiu S3 Chan Wai Ying S3 Leung Hoi Ching	Silver

	S3 Lo Sum Yuet S4 Chan Tsz Lam Cassie S4 Cheung Ho Kei S4 Lam Pui Ying Surene S4 Lam Sum Ching S4 Leung Mei Sze S4 Sze Hoi Nam S4 Thapa Subba Gia Aastha S4 Tin Lok Lam S4 Wong Hei Nam Kayce S4 Yeung Hei Yu S4 Law Tsz Ki S4 Lam Yat On S5 Ma Cheuk Yu S5 Chan Lok Sum	
Taiwan International Music Competition 2025 Taipei Final Round	S2 Ng Cheuk Ying Jaslyn S3 Cheung Wing Man S3 Lin Selina S4 Leung Mei Sze S5 Ho Man Kwan S5 Chiu Sum Yau Jessenia	Second Prize
78th Hong Kong Schools Music Festival (2026) - Secondary School Choir - Foreign Language - Mixed Voice - Second Division - Senior	S1 Li Lin Kiu Alice S2 Io Lap Yan S2 Ng Cheuk Ying Jaslyn S2 Sun Bao Yi Bella S3 Chan Hong Yuet S3 Chan Ka Lok S3 Fung Siu Ting S3 Lo Chun Hei S3 Wong Sum Yiu S4 Chan Tsz Lam Cassie S4 Cheung Ho Kei S4 Lam Pui Ying Surene S4 Lam Sum Ching S4 Leung Mei Sze S4 Sze Hoi Nam S4 Thapa Subba Gia Aastha S4 Tin Lok Lam S4 Wong Hei Nam Kayce S4 Yeung Hei Yu S4 Law Tsz Ki S4 Koo Yuet S4 Lam Yat On S4 Tsui Tsz Nam Celia S5 Ma Cheuk Yu S5 Chan Lok Sum S5 Hong Aurora Xiyao	Silver
Taiwan International Music Competition 2025 Hong Kong Region	S2 Ng Cheuk Ying Jaslyn S3 Chu Ying Fei S4 Leung Mei Sze S4 Ng Tsz Yan S5 Ho Man Kwan S5 Chiu Sum Yau Jessenia	Champion
Joint School Music Competition 2026 - Secondary School Explorer (Group Ensemble)	S2 Ng Cheuk Ying Jaslyn S3 Cheung Wing Man S3 Chu Ying Fei	Gold Award

	S3 Lin Selina S3 Wong Lam Wing S4 Leung Mei Sze S4 Ng Tsz Yan S4 Lam Yat On S5 Ho Man Kwan S5 Chiu Sum Yau Jessenia	
78th Hong Kong Schools Music Festival (2026) - Secondary School Choir - Foreign Language - Girls - Second Division - Junior	S1 Lam Amazing S1 Yiu Tsz Ching S1 Ngai Ching S1 Tong Man Yu S1 Tsui Hoi Tung S1 Chaudhry Rabia Mahnoor S1 Fung Ching Nga S1 Fung Lok Yi Iris S1 Ko Tin Ching S1 Law Hiu Ching Emma S1 Tsang Man Ka S1 Wong Hei Yiu S1 Bibi Afeefa S1 Fung Sin Yu S1 Lam Yan Wing S1 Li Lin Kiu Alice S1 Li Sum Yu S1 Shakeel Horiya S1 Yu Yan Ching S2 Hung Pok Chi S2 Lin Jiaxi S2 Ng Yuk Hei S2 Sze Cheuk Ni Charlie S2 Wen Suet Yi S2 Yip Ho Yan S2 Kong Nok Ching Chloe S2 Lui Pui Yan S2 Wu Tsz Yuet S2 Fu Hing Yee Cindy S2 Lam Yan Yuet Grace S2 Lo Sum Yi S2 Sun Chi Ching S2 Wong Oi Lam Amber S2 Cheung Sum Yin S2 Chu Sin Fung S2 Io Lap Yan S2 Lai Yi Ching S2 Liu Yan Nam S2 Ng Cheuk Ying Jaslyn S2 O Elly Yi Ting S2 So Hilly S2 Sun Bao Yi Bella S2 Tam Hau Yee S2 Tam Lok Ching S2 Yuen Pui Ga S3 Chan Ka Lok S3 Fung Siu Ting S3 Lo Chun Hei S3 Wong Sum Yiu	Silver

	S3 Ezrah Jeezelle Agustin S3 Leung Hoi Ching S3 Lo Sum Yuet	
Joint School Music Competition 2026 - Symphony Orchestra (Secondary)	S1 Kwun Yat Hei S1 Sze Ho Yan S1 Wong Hei Ching S1 Wong Lok Hei S1 Chan King Yo S1 Chiu Yee Ting Hayley S1 Lam Hiu Yu Evie S1 So Hoi Yin S1 Tsoi Yau Mei S1 Chan Jocelyn S2 Lau Nga Ting S2 Yip Cheuk Nam S2 Lee Ka Wing Jessica S2 Liu Michelle Kexin S2 Ng Cheuk Ying Jaslyn S3 Kwok Bui Yee Boe S3 Lun Hei Man S3 Cheung Wing Man S3 Chu Ying Fei S3 Lin Selina S3 Sou Sze Nga S3 Wong Lam Wing S3 Wong Yui Mang S4 Cheng Yat Nam Adelyn S4 Leung Mei Sze S4 Ng Tsz Yan S4 Tai Sze Ching S4 Lam Yat On S5 Ho Man Kwan S5 Liu Lok Yi S5 Chiu Sum Yau Jessenia	Gold Award
The 62nd Hong Kong Schools Dance Festival (Jazz & Street Dance (Group Dance)) Highly Commended Award	S1 Wong Ching S1 Pun Ching Man S1 Law Yi Ning S1 Ng Yuen Sum S1 Wong Tze Kei S2 Soo Zenice S3 Chan Yui Ka Kalia S3 Kwok Bui Yee Boe S4 Cheung Jackie S4 Chow On Na S4 Law Tsz Ki S4 Mak Hoi Tung S4 Man Tsz Yiu S5 Tang Oi Lam S5 Lai Yat Yiu Valerie	Awardee
Hong Kong ELITE Dance Competition 2026 (Jazz & Street Dance (Group Dance)) Gold Award	S1 Wong Ching S1 Pun Ching Man S1 Law Yi Ning S1 Ng Yuen Sum S1 Wong Tze Kei S2 Soo Zenice S3 Chan Yui Ka Kalia	Awardee

	S3 Kwok Bui Yee Boe S4 Chow On Na S4 Law Tsz Ki S4 Mak Hoi Tung S4 Man Tsz Yiu S5 Tang Oi Lam S5 Lai Yat Yiu Valerie	
International Elite Dance Competition (Chinese Dance (Group Dance)) Gold Award	S1 Chang Hannah Hei Nga S1 Wang Yanxin S1 Chi Ying Yee S1 Jon Yuen Ki Kiana S1 Li Yi Lam S2 Cai On Sin S2 Ng Yuk Hei S2 Tsang Wai Ching S2 Chan Ka Yi S2 He Isabella Sen Hei S2 Li Wai Lam S2 Wong Cheuk Lam Chloe S3 Lam Charmain S3 Ting Tsz Ching S3 Chung Hei Tung S3 Lam Wing Yan S3 Yung Sze Kiu S3 Chan Pui Yu S5 Chung Hannah Hoiyu	Awardee
The 62nd Hong Kong Schools Dance Festival (Group Dance) Honours Award	S1 Chang Hannah Hei Nga S1 Wang Yanxin S1 Chi Ying Yee S1 Jon Yuen Ki Kiana S1 Li Yi Lam S2 Cai On Sin S2 Ng Yuk Hei S2 Tsang Wai Ching S2 Chan Ka Yi S2 He Isabella Sen Hei S2 Li Wai Lam S2 Wong Cheuk Lam Chloe S3 Lam Charmain S3 Ting Tsz Ching S3 Chung Hei Tung S3 Lam Wing Yan S3 Yung Sze Kiu S3 Chan Pui Yu S5 Chung Hannah Hoiyu	Awardee
The 80th Anniversary of Victory in the Anti-Japanese War Game Design Competition	S5 Zeng Wat Wing S5 Man Yin Yin Selena	First Prize
STEAM Chinese Lantern Design Competition and Exhibition	S3 Chan Wai Ying S3 Lin Selina S3 Ng Long Ki S3 Peng Xin Di	Competitor
The 6th AiTLE Primary and Secondary Schools VR/AR Innovation and Technology Design Award (TIDA6)	S5 Lin Leer S5 Yuen Wing Yin S5 Luo Yu Hang S5 Man Yin Yin Selena	Gold Award / Fun Coding Award

“Intergenerational Bridge · Technology Partner Mentor” Innovative Design Competition	S3 Lee Ka Ching Pearl S3 Leung Chin Ling S3 Lin Selina S3 Lo Sum Yuet S3 Wong Cheuk Yu S4 Ng Tsz Yan S4 Law Tsz Ki S4 Mak Wai Kay S4 Tsang Yuen Ching S4 Ling Yu Yi	Competitor
10th "Decoding Chinese History" AI Creative Comic Competition	S3 Kwok Hei Shun S3 Wong Cheuk Yu	Competitor Competitor
“Illustrating the War of Resistance” Hong Kong Secondary School Students’ Creative Competition	S5 Ting Yuet Hei S5 Fong Kit Yu	Merit Award
"Digi-Science” Video Production Competition for Hong Kong Secondary Schools 2025-2026	S3 Leung Chin Ling S3 Li Hiu Lui Shirley S3 Ng Hong Pui S4 Chan Lok Yan Alice S4 Lee Ka Wan S4 Sze Hoi Nam	First runner-up First runner-up First runner-up Champion Champion Champion
Others		
The 11th Outstanding Student Leaders Selection	S5 Ng Ching Yin	Awardee
Haven of Hope Christian Service Volunteer Appreciation Ceremony 2025	S4 Mak Hoi Tung S4 Ling Yu Yi	Merit award
2025-2026 Kiwanis International Foundation Community Service Award	S4 Mak Wai Kay S4 Ling Yu Yi	Awardee
"Heartfelt Love for the Motherland" Chinese Culinary Culture Week and Student Cooking Competition	S3 Chan Hei Yee S3 Li Zhixin S3 Lun Hei Man	Merit Award
Hong Kong Outstanding Student Service Ambassador Award Scheme	S3 Wong Cheuk Yu S4 Wang Sze Yui Hannah S4 Law Tsz Ki S4 Mak Wai Kay S5 Tang Hiu Yan	Merit Award
“KTL Light Bearer” Service Learning Training Programme	S4 Chan Tsz Lam Cassie S4 Cheung Ho Kei S4 Ng Tsz Yan S4 Tin Lok Lam S4 Chow On Na S4 Mak Wai Kay S4 Wong Teen Yue S4 Tsang Yuen Ching S4 Lam Chi Wing Angie S4 Lam Yat On S4 Ling Yu Yi S5 Chan Hoi Laam S5 Lam Chor Hei S5 Lim Tsz Ching S5 Liu Lok Yi S5 Ma Cheuk Yu S5 Ng Ching Yin S5 Ng Chiu Yee	Outstanding Service Award

	S5 Ng Man Hei S5 Tang Hiu Yan S5 Chang Tsz Kwan S5 Hong Aurora Xiyao S5 Kong Zhao Yu S5 Lin Leer S5 Ma Hoi Yiu S5 Ting Yuet Hei S5 Yang Sin Sin S5 Yuen Wing Yin S5 Cheung Ngar Yin Aveline S5 Chu Ching Lam S5 Fong Kit Yu S5 Luo Yu Hang S5 Shum Kin Yu S5 Tsang Sze Yin Sandy S5 Wong Yuen Sze S5 Chan Hiu Yu Trixia S5 Liang Yim Fan S5 Ng Sze Wing Kathy	
Form 3 "Intergenerational Cohesion" Service-Learning Programme	S3 Chang Sze Pui Sibi S3 Mok Hei Yau S3 Wu Tsz Lam Jasmine S3 Chen Mui Yu S3 Chung Hei Tung S3 Chau Hei Yi Hinata S3 Chau Yan Ching S3 Tam Wing Yu S3 Leung Chin Ling S3 Lo Sum Yuet S3 Wong Cheuk Yu	Outstanding Performance Award
Top-Notch Campus Award Program	S4 Choy On Ni Annie	Top-Notch Student
KTLS Reading Award Scheme	S1 Chan Wing Yau S1 Chang Hannah Hei Nga S1 Yu Yan Ching S2 Cai On Sin S2 Cheng Lai Ying S2 Cheung Sum Maan Bernice S2 Choi Pui Yi S2 Chung Yin Hung S2 Fung Sin Tung Charice S2 Ho Sum Yi S2 Hung Pok Chi S2 Lee Cheuk Ka Kaysie S2 Lin Jiaxi S2 Lo Tong Hei S2 Ng Yuk Hei S2 Pang Hei Tung S2 Pang Tsz Ling S2 Sze Cheuk Ni Charlie S2 Tsang Wai Ching S2 Tsui Sum Yuet S2 Wan Tsz Wing S2 Wen Suet Yi S2 Wong Wai Kiu	Gold award Bronze award Bronze award Silver award Gold award Bronze award Gold award Bronze award Silver award Bronze award Silver award Silver award Gold award Silver award Bronze award Bronze award Bronze award Silver award Bronze award Bronze award Bronze award Gold award Bronze award

	S2 Yang Ka Hei S2 Yeung Cheuk Wing S2 Lau Nga Ting S2 Yip Cheuk Nam S2 Zhang Zhiyan S2 Chu Sin Fung S2 Yuen Pui Ga S3 Chung Kaylie Hoitong S3 Leung Ching Man S3 So Tsz Lam S3 Leung Chin Ling S4 Leung Hoi Tung S4 Man Tsz Yiu S4 Tsang Wing Ching S4 Tsang Yuen Ching S4 Wong Yuk Ting S4 Zheng Coco S5 Chan Agnes S5 Chow Tsz Hei S5 Fan Tsoi Ching S5 Lim Tsz Ching S5 Ma Cheuk Yu S5 Ng Man Hei S5 Tang Oi Lam S5 Wong Hang Chi Gigi S5 Chu Sin Yan S5 Kong Zhao Yu S5 Lai Lok Wan S5 Wong Wing Kei S5 Xu Pui Yan S5 Yau Yin Yat S5 Yuen Wing Yin	Bronze award Silver award Gold award Bronze award Silver award Gold award Bronze award Bronze award Bronze award Silver award Gold award Bronze award Bronze award Bronze award Silver award Bronze award Bronze award Bronze award Gold award Silver award Gold award Bronze award Bronze award Bronze award Gold award Silver award Silver award Bronze award Silver award Bronze award Gold award Bronze award
ICAC iTeen Leadership Training Programme	S4 Cheng Yat Nam Adelyn S4 Fung Ka Sin S4 Ng Tsz Yan S4 Wong Tin Yan S4 Yip Heung Yiu S4 Choy On Ni Annie S4 Lau Yan Ting Natalie S5 Chan Tsz Wai S5 Lo Tsz Ching S5 Liu Cheuk Nam	Awardee
Model International Conference and Diplomatic Challenges	S3 Chan Ho Kiu S3 Siu Yiu S3 Tam Wing Yu S3 Wong Suet Yi S5 Lam Chor Hei S5 Lim Tsz Ching S5 Tang Hiu Yan S5 Ting Yuet Hei	Competitor
The 37th Annual Book Report Competition for Secondary School Students	S5 Xu Pui Yan	Outstanding

5 MAJOR CONCERNS

5.1 Achievements and Reflections for the year 2025-2026

Major Concern 1

Transforming Learning Environments with Personalized, Immersive, and Ethical Technology Integration

Achievements

I. Most students have gained a better understanding of e-learning platforms and AI applications, and are able to apply these tools in their learning.

System-Wide Integration and Meaningful AI Application

The school has successfully achieved this goal by ensuring students move beyond basic "tool use" to more outcomes-oriented applications. Evidence from lessons, student work, and activities indicates that most students possess a strong understanding of how to select suitable platforms, prompt effectively, interpret AI feedback, and translate that feedback into improved learning actions. The school ensured comprehensive exposure to AI-enabled learning by providing **GOODCLASS accounts to all S1–S5 students**, achieving full coverage. This systematic access has greatly enhanced students' familiarity with e-learning environments that seamlessly integrate practice, analytics, and ongoing learning support.

To further enhance students' engagement with digital platforms, a **school-based English vocabulary platform** and a forthcoming student growth e-portfolio platform are currently under development. These initiatives will empower students to apply e-learning tools for self-directed learning, enabling them to independently plan, monitor, and adjust their learning progress.

Subject-Specific AI Enhancements and Generative Tools

Students consistently demonstrate their ability to apply AI applications across various learning areas. In Mathematics, the introduction of **STEP AI** for junior secondary students, particularly in supplementary classes, effectively illustrates the use of AI-supported problem-solving tools. Lesson observations confirm that STEP AI offers individualized guidance, significantly strengthening students' grasp of AI-enabled learning support.

Furthermore, students are adeptly utilizing **AI chatbots, such as POE and DeepSeek**, to organize information, create instructional videos, and facilitate real-time Q&A in subjects like Geography and English Language. This widespread adoption proves that students have gained a deep understanding of how to leverage multiple AI platforms to accomplish diverse learning tasks. In the Chinese Department, initiatives like the "**Heritage on the Tip of the Pen**" project and the "Recreating Literary Scenes" image-creation project enable traditional culture and literary aesthetics to be presented in fresh, AI-empowered forms.

Immersive Contexts: VR and AI-Driven Experiences

The integration of **VR and AI dialogue technologies** provides students with authentic practice contexts to apply their digital skills. Programmes such as the VR English speaking initiative and "**AI Dialogues with War of Resistance Heroes**" transform abstract knowledge into tangible, perceptible contexts, significantly enhancing students' contextual analysis and empathy. Students noted that the VR program offers a "realistic, first-hand" environment, deepening their understanding of how e-learning platforms can elevate their learning. The effectiveness of these tools was highlighted during a **Chinese History lesson observed by Dr. SZE Chun-fai, Jeff, JP**, who gave strong affirmation regarding student performance. Building on this success, **the Chinese Department secured prestigious funding from The Chinese University of Hong Kong and the Hong Kong Jockey Club for a VR immersive writing project**, scheduled for implementation in April.

Cross-Curricular Innovation and Authentic Research
Building on these immersive learning experiences, the school has strengthened AI-supported learning through cross-curricular task design. At the junior secondary level, the S2 cross-curricular programme "**Future Me (築夢未來)**", co-planned by the Visual Arts and Chinese Language Departments, guided students to construct a concrete portrayal of "themselves in twenty years' time." Most students successfully applied AI tools to develop story outlines and produce short videos, demonstrating remarkable progress in generating ideas, structuring narratives, and communicating a coherent personal vision.

Students' understanding of AI applications is further deepened through authentic research and innovation in collaboration with local universities. In partnership with the **City University of Hong Kong**, students were guided to develop and test **an AI model for canine skin cancer diagnosis**. Evidence indicates that many students can now articulate the key stages of model development and recognize that AI outputs require careful validation and judgment.

Additionally, in collaboration with **The Hong Kong University of Science and Technology**, the school implemented an **AI Avatar Health Education System** for gifted students. Utilizing an AI virtual-human interactive platform and a simulation development framework for sex education, most students engaged ethically with the content, applying their learning to develop prototype ideas and competition-ready STEM products through iterative improvement.

External Recognition and Outstanding AI Achievements
The remarkable achievements of our students in external competitions serve as the ultimate proof that they are highly capable of applying AI tools in their learning.

In STEM education, the Biology team won the Gold Medal at the **International Genetically Engineered Machine (iGEM) competition**, ranking in the global high school top ten with their innovative biosensor, "PestiGuard," designed to detect specific pesticides. In their preparation, these students successfully **applied advanced AI tools including RFdiffusion, Protein MPNN, and AlphaFold2**. Similarly, students designed an **AI-enabled "smart aquarium"** to explore fish ecology; their ability to use digital tools for data collection and iterative design was featured in a government-produced video, providing external recognition of the school's digital learning strategy.

Further demonstrating their deep understanding of AI applications, students received a Silver Award at the **2026 Geneva International Exhibition of Inventions** for "SLEEP BETTER," an invention applying AI to monitor sleep conditions. At the 2026 **"X-PLORE Marketing Ideathon**" international competition, students were awarded the **Grand Prize** in the "Challenge of Healthcare" for presenting AI-supported biotechnology research ideas and related game programming.

Across the humanities and arts, History students won the **Creativity Award** in the **2025 History e-Reading Award Scheme** by successfully using AI to complete their tasks. Visual Arts students earned a **Merit Award** in the **"Love Our Home, Treasure Our Country" AI-generated comic competition**, while the Computer Studies team won the **championship in an Alibaba Cloud generative video creation competition**. Finally, students secured **a Gold Award in a cultural-themed AI-generated visual design competition**. These widespread accolades comprehensively prove that students can masterfully apply generative AI tools to support creative production, integrate interdisciplinary knowledge, and communicate coherent narratives across all fields of learning.

II. <u>Most students are aware of the importance of information literacy and responsible use of AI in learning</u>.

Understanding Information Literacy and Ethical AI Use
The school has successfully achieved this goal by ensuring that students demonstrate a highly accurate understanding of what information literacy entails—specifically, verifying sources, distinguishing facts from opinions, identifying misinformation, and using information ethically. Crucially, students recognize information literacy as a core competency for learning in the AI era. They consistently show a

strong commitment to applying these principles to ensure the responsible use of AI in learning, actively cross-checking AI-generated content with reliable references and critically reflecting on potential biases or limitations. To systematically support this, the school developed and distributed a comprehensive **AI Use Policy** that provides clear guidance on the ethical adoption of technology. This robust framework reinforces students' awareness that using AI responsibly requires strict adherence to rules, personal accountability, and informed decision-making.

Curriculum Integration and Ongoing Reinforcement
To guarantee that all students are aware of the importance of information literacy, **AI ethics and digital literacy** are deeply integrated into the formal curriculum. Subjects such as **S1 Citizenship, Economics and Society (CES)** and **junior secondary Computer Studies** provide explicit instruction on evaluating information, understanding the inherent limitations of AI, and recognizing its broader societal impacts. Beyond the classroom, these vital topics are regularly addressed through prominent school-based channels, such as the Speech Under the National Flag. This continuous reinforcement ensures that information literacy and the responsible use of AI are treated as ongoing, daily expectations rather than isolated lessons.

Cybersecurity Awareness and Digital Citizenship
Students' profound awareness of responsible technology use is further evidenced by their outstanding performance in external competitions. Showcasing their mastery of digital citizenship and cybersecurity, a team of S5 students **won Second Runner-up (Secondary Division)** in the highly competitive finals of the Police Cyber Security and Technology Crime Bureau's **"CyberDefender Inter-school Competition 2026."** This impressive result clearly indicates that most students possess an elevated awareness of cybersecurity risks and safe online practices, perfectly aligning with the school's overarching emphasis on the responsible use of digital tools and AI.

Measurable Outcomes in Responsible Digital Habits
The success of these comprehensive initiatives in promoting responsible digital behavior is reflected in quantifiable data. Stakeholder survey results indicate a commendable **improvement in students' "No Internet Addiction" indicator, with the Q-score rising from 113 in the 2024–2025 academic year to 115 in 2025–2026**. This data robustly supports the qualitative evidence that students are actively cultivating healthier, more responsible digital habits, fully demonstrating that they are aware of the importance of information literacy and are committed to the responsible use of AI in their daily learning.

III. Most teachers have gained a better understanding of various AI tools and e-learning platforms.

Purposeful Integration of AI in Teaching
The school has successfully achieved this goal by empowering staff to make increasingly common and purposeful use of technology. Demonstrating a much better understanding of various AI tools, teachers now routinely apply these technologies to curriculum planning, lesson preparation, teaching material design, differentiation, and daily classroom routines. To provide robust, ongoing support, the school established a dedicated **Digital Education Team**. This team ensures that teachers confidently master specific AI tools, such as Copilot and Gemini, directly enhancing their capacity for innovative curriculum planning, teaching material development, and classroom management.

Mastery of Diverse E-Learning Platforms
Providing strong evidence that teachers have gained a better understanding of e-learning platforms, a wide range of digital ecosystems now actively supports teaching and learning across the school. For example, platforms such as **Kahoot!, Desmos, GitHub, Doubao, and ClassDojo** are expertly utilized by staff to enhance classroom interaction and management. Furthermore, Canva Edu aids significantly in dynamic teaching material development, while **Microsoft Teams**, combined with Learning Accelerators, creates a robust, centralized digital learning space. This widespread, effective adoption clearly indicates strengthened teacher familiarity and proficiency with a comprehensive suite of e-learning platforms.

Professional Development and Capacity Building
To ensure continuous growth and a deeper understanding of various AI tools, the school organizes targeted professional development activities. Initiatives such as the **Adobe Firefly workshops** specifically enhance teachers' operational knowledge and their ability to pedagogically integrate AI tools into their lessons. Additionally, showcasing a commitment to continuous upskilling, junior secondary science teachers have successfully completed the rigorous professional development course under the **"Learning with Intelligence" programme**.

Professional Recognition and Structured Classroom Practice
The school's steadfast commitment to AI-enhanced learning is powerfully reflected in external professional recognition. Showcasing our educators' advanced understanding of various AI tools and e-learning platforms, the school received the prestigious **STEAM Outstanding School Award** at the **28th Hong Kong Youth Science and Technology Innovation Competition**. In addition, our teachers were honored with the Silver Award in the Education Bureau's **Junior Secondary Science Lesson Plan Design Award**. These remarkable achievements unequivocally prove that most teachers can expertly design learning tasks that integrate AI-supported inquiry and application. Furthermore, it demonstrates that many teachers can seamlessly translate digital innovation into structured classroom practice, anchored by clear learning intentions and measurable success criteria.

IV. Teachers across the school clearly recognize the importance of AI in teaching and have made purposeful instructional arrangements to prepare students for the AI era.

Widespread Integration and Purposeful Instructional Arrangements
Proving that teachers across the school clearly recognize the importance of AI in teaching, recent lesson observations indicate that AI has been integrated into approximately 90% of observed lessons. Teachers across all disciplines have made purposeful instructional arrangements to enhance learning effectiveness and real-world relevance. For example, platforms such as POE are actively utilized to support video creation and facilitate real-time Q&A in various subjects. In **Physical Education**, AI Sport Fitness enables precise, data-informed coaching, while in **Music**, specialized AI tools support dynamic creative production. Furthermore, in **Business and Economics**, teachers expertly utilize POE and Copilot to generate authentic, real-world scenarios, ensuring all subject areas actively prepare students for the AI era.

Systematic Curriculum Design to Build AI Competencies
To explicitly prepare students for the AI era, teachers in the **Computer Studies** department have implemented purposeful instructional arrangements that systematically develop students' foundational AI competencies. The comprehensive curriculum rigorously covers essential topics, including AI ethics, prompt engineering, multimedia production, model training, and robotics. This strong academic foundation is further enhanced by industry-linked learning opportunities, providing students with professional certification programmes conducted in partnership with leading global technology companies such as **Alibaba Cloud and Microsoft.**

Educational Leadership and Strategic Global Partnerships
The collective ability to recognize the importance of AI in teaching extends to the school's broader leadership and strategic vision. This profound commitment to educational technology is underscored by the prestigious invitation extended to Principal Lee to speak at the **2025 Smart Education Forum in Macau**. Furthermore, the school's strategic partnership with the **International Research Center on Artificial Intelligence (IRCAI) under UNESCO** and the **Asia Artificial Intelligence Alliance** powerfully reflects our dedication to collaborating on AI and the Sustainable Development Goals (SDGs) within the **NAIXUS Global Network**. These robust global engagements ensure that our instructional arrangements remain at the absolute forefront of educational innovation, comprehensively preparing our students for the future.

Reflections

Overall, students have **significantly deepened their understanding of e-learning platforms and AI applications**, benefiting from extensive exposure to school-wide digital tools and AI-supported learning activities across all disciplines. Concurrently, their **awareness of information literacy has been substantially strengthened** through explicit instruction on AI ethics and responsible digital citizenship.

Similarly, our teachers **have elevated their mastery of diverse AI tools and e-learning ecosystems**, successfully translating ongoing professional development into purposeful and effective classroom integration.

To build upon this strong foundation, future planning will focus on further empowering students with the practical skills needed to **utilize these digital tools independently and effectively for learning**. For our teaching staff, the next stage of development will center on **refining AI-enhanced pedagogical strategies**. This continued professional growth will ensure that AI and e-learning platforms consistently elevate overall teaching quality, with a particular emphasis on optimizing task design, delivering personalized feedback, and facilitating effective learner differentiation.

Major Concern 2

Cultivating students' GEAR in facing learning challenges and enhancing their ability to develop deep thinking skills as Visionary Learners

Achievements

I. Most students understand and can apply GEAR to enhance learning and personal growth.

Conceptual Understanding and Shared Language

Most students demonstrate a clear understanding of the GEAR framework, which encompasses the four core concepts of Growth Mindset, Emotional Management, Adaptability, and Resilience. **The Growth Handbook** systematically introduces these concepts and provides students with a shared language for understanding personal development. **Campus-wide GEAR displays** further consolidate conceptual understanding by reinforcing key messages and quotations related to growth and perseverance.

Cross-Curricular Integration

GEAR-related knowledge is explicitly taught across various subjects. In **Chinese Language**, teachers explain the meanings and implications of the GEAR quotations displayed on campus. In **S1 CES**, students learn knowledge related to personal growth, including the meaning of resilience, emotional awareness, and ways to face adversity. In **TLB**, learning materials adapted from the University of Hong Kong's 'Breakthrough the Darkness' resources deepen students' understanding of adversity and growth from a values-education perspective. In **Religious Studies**, students learn conceptual knowledge about coping with challenges and maintaining a positive outlook. These arrangements ensure that students possess a solid and shared understanding of GEAR concepts.

Practical Application in Daily Life

Students are increasingly able to apply GEAR-related strategies to their learning and daily lives. In **S1 CES**, students practise concrete skills such as emotional regulation, resilience-building strategies, and adaptive responses to challenges. Across subjects, **values education is embedded** to support the transfer of GEAR principles to academic learning tasks and real-life contexts.

Evidence from student work and school activities shows that students can demonstrate perseverance, problem-solving, and adaptive thinking. Observations from **Wednesday assemblies** indicate that student-produced videos commonly depict constructive responses to adversity, including attempting solutions, maintaining optimism, and persisting in the face of difficulties. These examples demonstrate that students are beginning to translate GEAR knowledge into practical action.

Fostering Positive Learning Attitudes
Students generally exhibit positive learning attitudes towards challenges, failure, and personal growth. Through **targeted programmes and reading initiatives**, students show an openness to growth-oriented messages and a willingness to reflect on setbacks. Under the **RPC Assembly**, students engaged actively with the sharing by author Ms. Hu Yanqing and demonstrated receptiveness to her perspectives on facing difficulties and personal growth.

During **English Week**, students were exposed to selected chapters from 'Failosophy: A Handbook for When Things Go Wrong', which helps foster a constructive attitude towards failure and encourages students to view mistakes as part of the learning process. Feedback from form sharing sessions indicates that students are willing to reflect on their learning experiences and express appreciation for growth education delivered through life stories and reading texts.

Internalizing Positive Values
Students are gradually internalizing the positive values associated with GEAR, particularly Growth Mindset, Resilience, Perseverance, and Self-regulation. Assessment evidence from **Chinese Language** shows that most students from S1 to S5 perform well in GEAR-related quote memorization items, indicating a recognition of the importance and meaning of these values.

Further evidence from student-produced videos and school observations suggests that values such as optimism, persistence, and responsible self-management are increasingly reflected in students' behaviour. **Whole-school reading and enrichment activities** reinforce these values consistently, contributing to the development of a positive and supportive school culture. Overall, the coherent and sustained implementation of GEAR across the curriculum and school programmes supports students' values formation and holistic development

II. Most students understand Visionary Learners and can apply creative problem-solving skills in learning and real-life contexts.

Knowledge Foundations and Analytical Skills
Most students understand the concept of Visionary Learners and the knowledge foundations of creative problem-solving. Across subjects, students are exposed to multi-learning materials, multi-perspective analysis, and multi-dimensional problem-solving approaches. In **Geography**, students learn how to use data from different countries and synthesise information from multiple sources. In the **S3 STEM Project**, students acquire knowledge of locating, evaluating, and analysing scientific literature. In **Chinese History and History**, students learn how to examine diverse historical sources and understand evidence-based argumentation through project learning.

Learning Management and Life Skills
Students also develop knowledge related to learning management and daily-life problem-solving. Programmes such as **time management workshops for S1 and S2**, **revision strategy sessions for S6**, and **memory and examination technique sessions** help students understand practical approaches to managing learning challenges. Programmes such as **GO FOR GOLD** and the **S4 Learning Camp** further strengthen students' understanding of motivation, self-awareness, and learning mindset. Knowledge related to real-life problem-solving is also developed through subject learning, such as **first-aid knowledge** in Biology and **financial literacy** through BAFS.

Technology-Rich and Experiential Learning
Technology-rich learning further strengthens students' problem-solving skills. A **two-day S1 Innovation camp** integrated Computer Studies and Science to solve real problems on campus. The showcase demonstrated that students understood design thinking, actively identified school-based problems, and developed practical solutions. An upcoming sharing session will further validate outcomes through teacher and external judge evaluation. In S2 Computer Literacy, students designed **a learning game zone across five domains** (language, STEM, humanities, arts, and school history), creating characters and games while applying programming skills and embedding subject knowledge. In **S3 STEM Project Learning**, students tackled real-world challenges through interdisciplinary projects

and showed strong engagement in STEM HUB games, demonstrating the ability to identify project themes from daily-life observations and translate ideas into workable designs. In addition, the Biology, Integrated Science, and Physics departments are introducing enrichment programmes such as **soybean research, BGI Genomics, and the "Junior China Chip" curriculum**. Through these initiatives, students are developing foundational knowledge in biotechnology and semiconductor technologies, and applying this understanding as a basis for everyday problem-solving and informed decision-making in real-life contexts.

Service-Learning and Community Engagement

Organized by the NSCC, the **F4 Service-Learning Programme** was successfully completed this year. Spanning four school assemblies and multiple class teacher periods, each F4 class took the initiative to independently plan and execute innovative service projects. These projects addressed diverse and meaningful themes, including Chinese medicine, emerging sports, and emotional well-being. The targeted beneficiaries were highly diverse, encompassing underprivileged families in Sham Shui Po, individuals experiencing homelessness, and primary school students with Special Educational Needs (SEN). Based on teacher observations and feedback from community partners, our students demonstrated exceptional creativity, problem-solving capabilities, and event management skills. They successfully navigated the entire project lifecycle—from needs identification and programme planning to coordination and on-site facilitation. Ultimately, these student-led initiatives were highly commended, earning positive recognition from both collaborating organizations and the service recipients.

Extended Learning Beyond the Classroom

Beyond the classroom, students have demonstrated these skills through extended learning and competition experiences. **Wellness Forward**, held on 15 November, provided students with opportunities to organise activities for schoolmates and primary students, demonstrating creative problem-solving through effective planning, adaptation, and on-site coordination, and receiving positive feedback.

Students participated in **an International Youth Forum on SDG-related topics** and won a prize by proposing a four-stage plan integrating technology with psychological support to promote social connections among young people.

Outstanding Student Achievements Across Disciplines

Student achievements further reflect the development of visionary learning with an emphasis on students' creativity and problem-solving. Evidence from student participation and recognition in a range of competitions indicates that many students can generate original ideas, refine them into coherent outputs, and respond effectively to constraints such as themes, formats, time limits, and judging criteria.

Across Chinese and English language platforms, students received recognition in multiple competitions, including the **CUHK New Asia College Anniversary Couplet Competition, mental health-themed essay contests, the SCMP English Essay Competition, and SCMP's youth storytelling competition.** These outcomes suggest that most students can develop ideas in response to a given prompt, while many students can strengthen structure, voice, and audience awareness through revision, demonstrating creativity alongside disciplined planning and drafting.

In cultural and design contexts, students earned awards in the **Hong Kong Heritage Museum's Cultural Newcomers programme** and achieved recognition in the Chinese Traditional Costume Innovation Design Competition, with one team receiving **the Entry Award and another achieving third place**. Evidence from these achievements indicates that many students can apply design thinking—researching cultural references, generating multiple concepts, selecting feasible designs, and iterating towards a final product that balances aesthetics, functionality, and theme requirements.

In reading-to-create and interdisciplinary application, students received both **the Creative Award and the STEAM Award in the History Electronic Reading Incentive Programme**, indicating that many

students can synthesise information from reading, transform understanding into original outputs, and apply knowledge across disciplines to meet task requirements.

In entrepreneurship and solution pitching, students participated in the **BIZ Entrepreneurship Programme**, providing authentic opportunities to develop ideas under real-world constraints. Evidence from participation suggests that many students can identify needs or problems, propose feasible solutions, and communicate their ideas clearly to different audiences—key elements of creative problem-solving.

In STEM inquiry, students demonstrated creative problem-solving in STEM-related competitions, including the **28th Hong Kong Youth Science and Technology Innovation Competition,** where student teams received recognition for an investigation project on the anti-cancer effects of soya beans (Investigation on the Anti-cancer Effects of Soya Beans). These achievements suggest that most students can engage in inquiry processes such as observation and evidence gathering.

In Mathematics, students participated in the **Thailand International Mathematical Competition Preliminary Round 2025–2026 (Hong Kong Region**) and attained multiple awards (gold, silver, and bronze). This indicates that most students can tackle unfamiliar problems with appropriate strategies, while many students can sustain effort, check solutions systematically, and adjust approaches when initial attempts do not work—key features of mathematical resilience and problem-solving competence.

In debating, the school's Chinese debate team achieved strong performance in territory-wide competitions (including recognition for best debater in individual rounds). These outcomes suggest that most students can construct and communicate arguments clearly, while many students can evaluate counter-arguments, make strategic choices under time constraints, and respond with evidence-based reasoning—demonstrating leadership, critical thinking, and problem-solving in authentic communicative settings.

In game design and iterative development, students achieved top-tier results in the **"80th Anniversary of the Victory of the War of Resistance" game design competition, including first prize. Evidence** from this achievement indicates that many students can integrate storytelling, mechanics, and user experience considerations, and most students can improve product quality through iterative testing and refinement—an applied form of creative problem-solving that involves debugging, revision, and continuous improvement.
Overall, student achievements further reflect the development of visionary learning (with an emphasis on students' creativity and problem-solving). Evidence from student participation and recognition in a range of competitions indicates that many students can generate original ideas, refine them into coherent outputs, and respond effectively to constraints such as themes, formats, time limits, and judging criteria.

These student achievements highlight the continuous development of visionary learning and creative problem-solving. Students received recognition in multiple competitions, including the CUHK New Asia College Anniversary Couplet Competition, mental health essay contests, and the SCMP English Essay Competition. Students also participated in the BIZ Entrepreneurship Programme. In cultural and design contexts, students earned awards in the Hong Kong Heritage Museum's Cultural Newcomers programme. In the Chinese Traditional Costume Innovation Design Competition, one team won the Entry Award and another won third place. In the History Electronic Reading Incentive Programme, students received both the Creative Award and the STEAM Award.

Learning Attitudes and APASO Survey Findings
Students generally show positive attitudes towards creative thinking, problem-solving, and learning challenges. Participation in interdisciplinary projects, competitions, and extended learning activities reflects students' willingness to engage with complex tasks and unfamiliar contexts. APASO survey results support this observation. **Creativity (Enjoy) and Creativity (Society-related) both stand at Q = 116**, indicating that students enjoy creative activities and are willing to connect ideas to real-life

and social issues. **Creativity (Efficacy) is Q = 111**, suggesting that most students have confidence in generating new ideas. However, Creativity (Science-related) is Q = 101, indicating that students' application of creativity in scientific contexts requires further strengthening. This has been identified as a key area for development in fostering Visionary Learners across domains.

Students also demonstrate responsible learning attitudes through effective learning management. Strong APASO results in **Self-initiative, Self-monitoring, and Self-planning (all at Q = 116)** indicate that students are generally willing to take ownership of their learning and reflect on their learning processes.

Values Formation and Life-Related Experiences
Students are developing values associated with visionary learning, including innovation, responsibility, perseverance, and collaboration. These values are reflected in students' sustained engagement in problem-solving tasks and participation in competitions and community-related projects. Learning experiences related to SDGs, policy research, entrepreneurship, and cultural heritage indicate that students value social responsibility and real-world relevance.

Life-related learning experiences, such as first-aid training, financial education, and experiential activities on Picnic Day (e.g. fire-starting, cooking, and dish design), further support the development of practical decision-making and responsibility. Overall, the school's coherent arrangements support students in forming values that underpin creative problem-solving and lifelong learning, while survey findings also point to the need to further strengthen creativity in scientific contexts as the next stage of development.

III. Advancing Reading Skills and Higher-Order Thinking
Core Reading Strategies
Most students recognize that fundamental reading skills promote higher-order thinking and can apply reading skills to enhance learning across different subjects.

Most students recognize that fundamental reading skills support higher-order thinking. The school explicitly teaches three core reading skills: Understand and Compare, Evaluate and Reflect, and Locating Information. Students learn that Understand and Compare involves representing literal meaning, integrating ideas, and generating inferences, while Evaluate and Reflect involves assessing quality and credibility, reflecting on content and form, and applying learning to daily life. Through explicit instruction, students understand how these skills move reading beyond basic comprehension towards inference, evaluation, and transfer across subjects.

Cross-Disciplinary Reading and Authentic Experiences
Students are able to apply reading skills to enhance learning across different subjects. Skill application is reinforced through morning reading assemblies and digitised practices using Google Forms and ReadBeyond data to analyse students' reading performance. These arrangements support students in identifying key points, integrating information, evaluating texts, and applying appropriate reading strategies.

Students further apply reading and interpretation skills through cross-disciplinary and authentic learning experiences. Programmes such as the Pan-Asia Symphony Orchestra's The Literary World in Music and workshops including From Literature to Creation, From Columns to Creation, joint-school literature talks, and sessions with renowned writers deepen students' understanding of texts and encourage analytical and creative responses. Participation in the Hong Kong Primary and Secondary School Joint Ex Libris Exhibition Programme also demonstrates students' ability to apply reading skills in authentic contexts.

Student Attitudes and APASO Survey Results
Students generally show positive attitudes towards reading. APASO survey results indicate that **Reading (Good Strategies) stands at Q = 116**, the highest among the reading subscales, suggesting that students generally possess well-developed reading methods and comprehension strategies, can

identify key points effectively, and can apply appropriate reading skills. **Reading (Keen on) at Q = 112** reflects students' interest in reading activities. **Reading (Time for Leisure Reading) at Q = 102** suggests that students maintain an acceptable level of leisure reading, though there is room for further development. However, **Reading (Non-assigned Materials) at Q = 87** indicates that students are less inclined to read beyond assigned texts, highlighting the need to further strengthen self-initiated reading habits.

Values and Intellectual Curiosity
Students are developing values related to intellectual curiosity, reflective thinking, and cultural literacy. External recognition, such as Outstanding Instructor Awards received through participation in the Joint Ex Libris Exhibition Programme, reflects meaningful engagement in reading-related activities. These experiences indicate that students increasingly value reading as a tool for learning, thinking, and cultural engagement. At the same time, continued efforts are needed to encourage students to develop independent reading as a sustained personal habit.

Reflections

The school's whole-school approach has successfully cultivated students' capacity for deep thinking by embedding advanced reading strategies, multi-source information analysis, and structured problem-solving across the curriculum. Furthermore, students consistently exhibit positive attitudes and values aligned with the GEAR framework—namely, a Growth Mindset, Emotional Management, Adaptability, and Resilience. They display a commendable willingness to learn from setbacks and persevere through challenges. Evidence derived from student coursework, assessments, and participation in school programmes confirms that students adeptly apply these positive dispositions in both academic and real-world contexts. Additionally, recent APASO data highlights strong self-regulated learning capabilities and favourable outcomes in creativity and reading. These findings also provide a clear strategic direction for our future development: specifically, elevating creative application within science-related disciplines and fostering a stronger culture of self-initiated reading beyond assigned materials.

Major Concern 3

Empowering students to embrace challenges and become antifragile in a supportive environment.

Achievements

I. Great People: Most students can embrace the core values and attitudes promoted by the school: "Compassion", "Acceptance", "Self-assurance" and "Hope".

Embracing Core Values and Antifragility

Throughout the 2025-2026 academic year, our school has focused heavily on empowering students to embrace challenges and develop antifragility within a nurturing environment. Most students have successfully internalized the core values promoted by the school: "Compassion," "Acceptance," "Self-assurance," and "Hope." They consistently demonstrate a sound, coherent understanding of resilience, emotional well-being, and personal growth.

Curriculum Integration: The TLB Course and Religious Education

Through the True Light Bearer (TLB) course and Religious Education lessons, students have deepened their understanding of emotions, personal identity, character strengths, gratitude, resilience, and life purpose. They actively learn emotional regulation strategies, such as the ABC model from the "Out of the Dark: Wellbeing First School" programme developed by the HKU Centre for Suicide Research and Prevention (CSRP), alongside established resilience frameworks including GEAR and ABCDE. Furthermore, by studying the founding of True Light by Ms. Harriet Newell Noyes, as depicted in A Light in the Land of Sinim, students cultivate a profound appreciation for the resilience, courage, and

commitment required to overcome challenges.

Cultivating Gratitude and Spiritual Well-being

In Religious Education lessons, students' understanding of gratitude and overall well-being is enhanced through thanksgiving prayers and gratitude journals that encourage regular, meaningful reflection. Biblical stories, prayer practices, and guided discussions effectively support students in developing a clearer sense of life purpose and spiritual resilience. Through structured, resilience-focused learning materials and inspiring role model narratives, students further consolidate their grasp of growth mindset principles and frameworks (such as GEAR and ABCDE) to constructively cope with adversity.

The Failure Education Campaign and Authentic Role Modeling

During the first term, the school launched the Failure Education Campaign, inviting speakers from diverse backgrounds to share authentic experiences of navigating setbacks and achieving recovery. Esteemed guests, including Dr. Lam Hon Ming (Director, State Key Laboratory of Agrobiotechnology, CUHK), Mr. Raymond Leung (Chairman of the ALSCare Christian Association), Ms. Elaine Lee (Founder of the running team Su Su in Cambodia), and Ms. Wu Yin Ching (acclaimed Hong Kong author and poet), shared their inspiring life stories. Complementing these guest speakers, teachers also shared their personal experiences of learning from failure during morning assemblies. Notably, Mr. Chung Sze Po shared his learning journey on the International Day for Failure—an initiative originating in Finland designed to encourage open dialogue about making mistakes—while Ms. Wan Tsz Yan discussed the research challenges she overcame to achieve success in iGEM competitions. Through these powerful narratives, students deepened their understanding that setbacks are an essential catalyst for achievement and growth in both academic and personal contexts.

Applying Reflective Coping Strategies and Constructive Thinking

Most students are now highly capable of applying reflective and coping strategies to analyze setbacks and formulate plans for improvement. They actively practice emotional regulation, self-reflection, problem analysis, and improvement planning through structured resilience routines embedded within Class Periods, the Personal Growth Handbook, and the TLB course. These routines equip students with the tools to review their experiences constructively and identify actionable strategies for continuous improvement.

Students apply these structured resilience strategies when facing challenges, practicing constructive thinking and emotional control through guided learning activities. Their profound understanding of resilience was creatively demonstrated during the Class Board Display Competition. Notably, Class 2C utilized the daisy as a symbolic motif to represent perseverance. Their class reflection—"Using daisies and our motto, 'May the flowers remind us why the rain is necessary,' Class 2C highlights resilience—embracing hardship as essential for growth, strength, and hope"—serves as excellent evidence of students' ability to internalize values education and articulate the importance of coping positively with challenges through thoughtful visual design.

Measurable Outcomes in Resilience Development

Coordinated by the Discipline and Guidance Committee (DGC) and the Bei Shan Foundation, a recent research-based questionnaire survey (Smith et al., 2008) indicated that our junior students scored above the normative average in resilience compared to the wider cohort. This empirical data strongly reflects the overall effectiveness of the school's resilience development initiatives and confirms students' growing internalization of positive values and antifragility.

II. Great Time: Most students have the opportunity to achieve and experience success during their school journey.

Understanding Achievement through Milestone Experiences

The school has successfully achieved this goal by ensuring students recognize that experiencing

success requires perseverance, continuous reflection, and sustained personal growth. Through purposefully designed milestone experiences spanning their entire school journey—such as "Chicken Soup" sharing sessions, Graduation Photo Shoots, S1 Orientation Day, and the S4 Study Camp—students are provided ample opportunities to achieve and gain a profound appreciation for the significance of effort at various transitional stages. These milestones act as meaningful markers that help students recognize their own growth, consolidate learning, and regularly experience success as they appreciate their progress over time.

Transitional programmes like the S1 Orientation and S4 Study Camp provide structured opportunities for reflection, commitment, and collective celebration of these achievements. They clarify learning expectations and performance criteria while emphasizing the importance of preparation and resilience. By creating meaningful closures and fresh beginnings, these experiences successfully strengthen students' sense of purpose, ensuring they are ready to seize new opportunities to achieve in their subsequent stages of learning.

Goal Setting, Metacognition, and Reflective Practices

To ensure every student has the opportunity to achieve, most students are trained to be highly capable of setting goals, monitoring their progress, and reflecting systematically on their development throughout their school journey. Through the Learning Plan cycle, students actively develop vital skills in goal-setting, progress-tracking, and improvement-planning. By documenting their goals and learning evidence in the KTL Portal, students experience success firsthand as they track their progress and clearly articulate learning outcomes. Furthermore, the school has reinforced students' "life audit" habits within this cycle, deepening their understanding of the goal-setting process required to reach overarching learning expectations.

To support this continuous achievement, teachers conduct structured reviews and provide targeted, individualized guidance during Counselling Days, further refining students' self-evaluation and planning skills. Additionally, self-reflection exercises conducted after uniform tests and examinations are recorded in the Personal Growth Handbook and purposefully utilized to anchor "Buzzing Time" discussions. These structured dialogues significantly deepen students' metacognitive skills as they evaluate their academic performance, learning strategies, and character development. The cherished tradition of writing "Letters to the Principal" further elevates students' reflective and communication abilities. This practice reinforces a strong culture of care and connection across the campus, as the Principal responds personally to each student with affirmation and encouragement, validating their efforts to experience success.

Fostering Perseverance and Broadening Career Horizons

Capitalizing on these opportunities to achieve, students consistently display high levels of perseverance, confidence, and motivation in their studies. The formal recognition of effort and progress through milestone celebrations ensures students regularly experience success, actively fostering positive learning attitudes, self-discipline, and a strong sense of ownership over personal learning. This purposeful celebration of achievements bolsters students' confidence and sense of belonging, ensuring they remain optimistic and well-prepared for their next academic challenges during their school journey.

Equally important is the school's commitment to providing opportunities to achieve beyond the classroom by exposing students to a wide array of occupations and educational pathways. Advisory bodies such as Britannia StudyLink and AAS Education Consultancy, alongside prestigious institutions including Tsinghua University, the University of Hong Kong (HKU), and the Chinese University of Hong Kong (CUHK), are frequently invited to share insights on diverse study routes. For students interested in studying abroad, overseas education expert Mr. Roy Ho provides dedicated individual counseling. Concurrently, career and class teachers conduct personalized JUPAS counseling to ensure all students can make well-informed academic decisions that lead to future success.

Through the proactive efforts of the Career Guidance Committee, students also gain firsthand knowledge of professional contexts and career requirements. The school successfully organized visits

to prominent professional bodies, including the Housing Authority, the Hong Kong Eye Hospital, Cathay City, the BlackRock Fund, the CUHK Faculty of Law, Deloitte China, and The Nethersole School of Nursing. Furthermore, industry professionals frequently share their expertise through the HKPASEA Life Planning Programme and various mentorship initiatives, significantly broadening students' understanding of future career possibilities and how to achieve them.

Measurable Outcomes: Purpose and Meaning of Life

The effectiveness of providing students with a "Great Time" and continuous opportunities to achieve is evidenced by **a remarkably high Q-score of 116 in the "Meaning of Life"** domain of the recent APASO survey, indicating that students possess a robust sense of purpose and clear goal direction throughout their current school journey. This empirical data is strongly triangulated by student feedback gathered during form-based sharing sessions, where students consistently express their appreciation for the exceptional support and guidance the school provides in helping them experience success.

III. Great Life: Most students can thrive in a supportive and healthy school environment, fostering personal growth and enabling them to pursue a fulfilling and successful life.

Holistic Well-being and Pursuing a Fulfilling Life

The school has successfully achieved this goal by ensuring most students have developed a sound understanding of healthy living, personal well-being, and future pathways, empowering them to pursue a fulfilling and successful life. They possess a strong foundational knowledge of healthy lifestyles, physical fitness concepts, well-being practices, and the various support systems available within the school. Health Education initiatives and orientation programmes effectively teach students the importance of maintaining a balanced lifestyle and the value of seeking help to ensure learning readiness and foster holistic personal growth. Through structured learning experiences, students are guided to connect their current studies with their future aspirations and to strategically plan their next steps for a fulfilling future. Furthermore, active engagement in cultural events—such as the highly anticipated music preview featuring alumna Ms. Leona Cheung and soprano Ms. Viola Cheung—fosters artistic appreciation, emotional connection, and meaningful participation, helping students thrive within the vibrant school community.

Fostering Personal Growth within a Supportive and Healthy School Environment

Demonstrating that they are truly thriving, most students exhibit a profound sense of belonging, mutual care, and a strong sense of responsibility for their personal well-being. This deep sense of belonging is cultivated through relationship-based pastoral support and robust home-school collaboration, which are the cornerstones of our healthy school environment. Initiatives such as Parent Academy sessions, parent-child workshops, and parent groups supported by the HKU CSRP strengthen the community's shared values of care and holistic development. Class teachers maintain close, consistent communication with students through Counselling Days, Buzzing Time, and individualized meetings, ensuring that students receive the timely guidance and responsive support necessary to foster personal growth.

The outstanding effectiveness of our teachers in creating this supportive environment is evidenced by prestigious professional recognition: under the Chiyu Tan Kah Kee Education Foundation Outstanding Teachers Recognition Scheme (陳嘉庚教育基金優秀教師表彰計劃), Ms. Ngan Siu Kuen was honored with the 2024/25 Outstanding Class Teacher Award, affirming the school's exceptional capacity for nurturing student well-being. Both parents and teachers serve as vital adult anchor points within this supportive network. Additionally, the structured S1 Orientation Day explicitly establishes positive help-seeking norms to facilitate a smooth transition for new students. School-wide initiatives, including a relaxation-focused Wellness Week and the cherished tradition of Monthly Birthday Blessings, create regular moments of joy, gratitude, and emotional connection. Together, these meaningful touchpoints enrich school life and solidify students' sense of belonging, a fact strongly

supported by student feedback praising the school's highly supportive, caring environment and its diverse mental health activities.

Trust, Support Networks, and Thriving Outcomes (Stakeholder Feedback)

Empowered to pursue a fulfilling and successful life, most students exhibit a high degree of trust, purpose, and a proactive willingness to seek support as they plan for the future. Students consistently demonstrate trust in both their peers and teachers, showing an openness to asking for help whenever necessary. This healthy school climate is clearly reflected in the recent Stakeholder Survey results, where students indicated **they feel highly comfortable approaching peers for assistance (Student Q25: 3.82)** and **feel strongly supported and encouraged by their teachers (Student Q26: 3.70)**. Complementing this, teacher survey results highlight a strong consensus among staff that **the school provides a broad, balanced curriculum that effectively fosters personal growth and supports whole-person development (Teacher Q39: 4.4 out of 5)**, confirming that our students are genuinely thriving.

IV. Great Contribution: Most students can collaborate constructively, making significant contributions to their teams and enhancing collective success.

Achievement Overview: Understanding Teamwork and Social Contribution

The school has successfully achieved this goal by ensuring most students demonstrate a clear understanding of teamwork, shared responsibility, and how to make significant contributions to their teams. Through participation in outreach experiential programmes and student-initiated activities, they develop a profound appreciation for the importance of empathy and social responsibility. These experiences successfully enhance students' awareness of civic values and the vital role individuals play in contributing constructively to both the school community and wider society, thereby driving collective success.

Collaborating Constructively in Large-Scale and Global Contexts

Proving their ability to enhance collective outcomes, most students are highly capable of working collaboratively, taking initiative, and contributing effectively in group settings. Whole-school and cohort-based activities further strengthen these essential skills. Large-scale experiences, such as the Wellness Forward Sport Carnival, enable students to collaborate constructively to share joyful moments and build collective memories, reinforcing teamwork and a strong sense of belonging. Participation in the International Youth Forum further enriches these collaborative skills, as students exchange perspectives with peers from diverse regions, discuss global issues, work together on impactful solutions, and make significant contributions on international platforms. Upcoming celebration events, including the Lunar New Year Fair, offer additional opportunities for active team participation and community building. To systematically support these collaborative efforts, teacher professional development workshops equip staff with effective strategies to nurture student leadership and teamwork, ensuring coherent guidance across the board.

Making Significant Contributions through Service and Leadership

Most students internalize the school's core values, consistently demonstrating care, responsibility, and a strong commitment to contributing to the community. Constructive collaboration, compassion, hope, and social responsibility are actively fostered through impactful service-learning experiences. For example, students worked effectively as a team to support those affected by the Hong Fuk Court Fire incident through the "Christmas is the Time to Love" programme. Through faith-based learning and values education, students cultivate empathy, gratitude, hope, and a deep sense of responsibility for both personal and collective well-being.

Furthermore, students develop vital communication, collaborative, leadership, and problem-solving skills through form-wide camps that incorporate physical challenges, reflection activities, and team-based tasks. Class associations from S1 to S5 are guided to run self-initiated programmes,

providing authentic opportunities for students to explore the value of relationships, make significant contributions to their class teams, and deepen peer connections. Additionally, all S3 and S4 students actively engage in social services, working constructively in dedicated teams to assist people in need and design activities that support and uplift the local community.

Fostering a Culture of Collective Success and Mutual Support

Most students display highly positive attitudes towards cooperation, mutual support, and collective participation. Through shared experiences in camps, student-led activities, large-scale school events, and cultural exchanges, students demonstrate a genuine willingness to collaborate constructively, support their peers, and contribute actively to enhancing group goals. These shared experiences create lasting memories that foster unity, resilience, and deep trust within each cohort team. By contributing toward shared goals and engaging meaningfully with peers in outreach programmes, students internalize empathy, compassion, and social responsibility, playing a crucial role in cultivating a cohesive, inclusive, and highly supportive school culture that celebrates collective success.

Measurable Outcomes in Team Belonging and Well-being

This strong culture of constructive collaboration and collective success has yielded highly positive emotional outcomes. Students consistently display positive emotions, confidence, and a strong openness towards teamwork and personal growth. Data from the Stakeholder Survey for **Affect (Positive Affect) reached an impressive 85.7, showing a remarkable 30% increase in P scores compared to the 2024–2025 academic year**, indicating that students experience positive emotions frequently in their daily collaborative learning. Furthermore, the **P score for School Atmosphere (Belongingness) also rose to a stellar 85.7 this year**, reflecting a profound sense of connection, inclusion, and successful team unity within the school community.

V. Great Achievement: Most students can recognize and celebrate their achievements, gaining confidence in their capabilities and finding joy in their learning journey.

Understanding Failure as a Stepping Stone to Achievement

To foster a mindset where students can truly recognize and celebrate their achievements, most students have first developed a clear understanding that overcoming failure is a natural and valuable component of ultimate success. Through the impactful Failure Education Campaign, students learn to embrace setbacks as stepping stones in their learning journey. Inspiring narratives shared by speakers from diverse walks of life help students recognize that recovering from setbacks and extracting lessons from failure are essential achievements in themselves, building the resilient foundation needed for continuous personal development and lasting joy in learning.

Experiential Learning: Discovering Strengths and Finding Joy

A wide range of outreach experiential programmes and tailor-made initiatives, including Multiple Intelligences (MI) activities, further expand students' horizons and provide active platforms for them to recognize and celebrate their unique achievements. These activities purposefully support the discovery and development of individual strengths, allowing students to find profound joy in their learning journey. The success of these initiatives in helping students gain confidence in their capabilities is strongly evidenced by positive student feedback collected during form-based view-sharing sessions. Additionally, form-wide camps provide authentic contexts for collaboration and reflection, creating meaningful shared experiences where students can celebrate collective milestones, strengthen peer connections, build mutual trust, and foster resilience within each cohort.

Developing Perseverance to Gain Confidence and Achieve

Empowered to navigate their education with purpose and joy, most students consistently demonstrate openness, confidence, and perseverance when facing challenges and transforming them into achievements. Their exposure to authentic role-model narratives, coupled with opportunities for

structured reflection, effectively helps students cultivate highly positive attitudes toward learning from setbacks. As they recognize their ongoing progress, this growth mindset translates directly into gaining confidence in their capabilities. This newfound confidence is characterized by a greater willingness to seek help, a renewed certainty in their ability to recover and succeed, and a highly proactive approach to problem-solving, ensuring they continually find joy in and celebrate their ongoing achievements.

VI. Great Motherland: Most students have opportunities to critically examine global issues and develop a sense of national identity and global citizenship.

Achievement Overview: Fostering National Identity and Global Perspectives

The school has successfully achieved this goal by ensuring most students demonstrate a profound understanding of national identity, cultural heritage, and global issues. Through a structured sequence of national and international engagements, students are provided ample opportunities to critically examine global affairs, international relations, and scientific inquiry. By participating in diverse overseas and national programmes, students acquire valuable insights into global advancements and international collaboration, while simultaneously strengthening their understanding of the motherland across historical, cultural, and contemporary contexts. Ultimately, these enriching learning experiences empower students to form well-informed aspirations for their future studies and careers.

Global Citizenship: Developing Skills through Authentic International Experiences

Most students develop robust critical thinking, communication, and collaboration skills through authentic international and national experiences. By participating in prestigious overseas programmes—such as Model United Nations (MUN), the iGEM competition in Paris, the Taiwan International Music Competition, and the MILSET Science Expo in Abu Dhabi—students apply their knowledge in dynamic, real-world contexts. These experiences significantly strengthen their competencies in scientific problem-solving, research application, cross-cultural collaboration, and effective communication on the global stage.

National Identity: Deepening Connections through Experiential Learning

The school places a strong emphasis on nurturing national identity through purposefully designed experiential learning. Exchange programmes, such as visits to Guangzhou True Light and the Huizhou study tour, enable students to explore shared heritage, educational traditions, and regional development. The Sister School Exchange Trip with the Shenzhen School of Northeast Normal University Affiliated High School promotes active peer interaction and mutual learning, helping students connect their national identity with contemporary youth perspectives and shared aspirations.

Furthermore, students' learning is deeply enriched through participation in historical commemorative activities related to the 80th Anniversary of the Victory of the Chinese People's War of Resistance Against Japanese Aggression. These activities include the September 3rd Military Parade, historical and cultural study tours to Nanjing and Beijing, Nanjing Massacre memorial activities, the War of Resistance AI four-panel comic competition, and the Hong Kong War of Resistance historical site infographic design competition. Through onsite learning, reflection, and guided discussion, students successfully transform historical knowledge into profound understanding and active civic awareness.

Cross-Cultural Collaboration and Sister-School Exchanges

In addition, students critically examined global issues by participating in the 7th International Inter-School Youth Forum, engaging collaboratively with sister schools from Guangzhou Nansha, Macau, Ningbo, and overseas to exchange views on innovative solutions for sustainable development. Cultural and artistic exchanges are further strengthened through participation in music competitions organized by sister schools, alongside a collaborative study tour conference hosted by the Hangzhou Municipal Government. Furthermore, planned exchanges focusing on traditional Chinese medicine and national-level sports training with a sister school in Huizhou will continue to broaden students' experiential learning horizons.

Measurable Outcomes: Civic Responsibility and APASO Results

As a direct result of these initiatives, most students successfully internalize a strong sense of national identity, civic responsibility, and global awareness. They consistently demonstrate respect for cultural diversity, an openness to different perspectives, and reflective engagement with both national and global issues. This success is strongly supported by the APASO National Identity subscale results, which show **exceptionally high Q-scores (116) in the areas of pride, responsibility, and love**, indicating outstanding developmental outcomes. Furthermore, feedback gathered during form-based view-sharing sessions confirms that students deeply value the wide array of overseas and national experiential opportunities provided by the school. By bridging their personal growth with their national identity and global citizenship, students are well-prepared for informed, reflective, and responsible participation in society.

Reflections

The school made outstanding progress in promoting students' well-being, resilience, and sense of identity through coherent, whole-school planning anchored in our overarching developmental goals. By cultivating **Great People** who embrace core values and antifragility, the school has successfully nurtured a supportive and healthy environment where every student can thrive and pursue a fulfilling **Great Life**. Structured learning experiences in positive education, resilience building, and national and global engagement have empowered students to critically examine global issues, thereby developing a profound sense of national identity and global citizenship (**Great Motherland**). Consequently, many students demonstrated increased positive emotions, a highly proactive approach to challenges, and a strong capacity to collaborate constructively, making significant contributions to their teams to enhance collective success (**Great Contribution**).

Furthermore, the school has provided a wide range of high-quality learning activities that create strong collective memories, ensuring that students have continuous opportunities to achieve and experience success throughout their school journey (**Great Time**). This holistic framework of whole-person development has successfully offered staff and students a shared, unifying language for identity, purpose, reflection, resilience, gratitude, and spiritual growth, greatly strengthening coherence across all departments. Ultimately, this comprehensive support system ensures that students can consistently recognize and celebrate their milestones, gaining confidence in their capabilities and finding profound joy in their learning journey (**Great Achievement**).

5.2 Feedback on Future Planning

1. **Empowering Students with AI for Personalized Learning**
   - ✧ Strengthen the integration of Artificial Intelligence (AI) to enhance learning effectiveness and cater to learner diversity through highly personalized approaches.
   - ✧ Actively promote the use of tailored AI tools to support learning both inside and outside the classroom.
2. **Enhancing Teacher Professional Development**
   - ✧ Provide ongoing professional support by introducing the latest educational technologies and learning platforms
   - ✧ Strengthen training around subject-specific AI tools and the refinement of AI pedagogy
   - ✧ Equip teachers with effective strategies for seamless classroom integration and classroom management
3. **Exploring Platforms and School-Based Tools**
   - ✧ Continuously research the pedagogical potential and effectiveness of emerging digital platforms
   - ✧ Developing customized, school-based AI tools tailored specifically to meet the unique needs of our school
4. **Fostering 'Articulate Learner' Techniques**
   Systematically guide students in expressing their ideas with *clarity, precision*, and *confidence*. By explicitly teaching appropriate keywords, key phrases, and effective paraphrasing techniques,

teachers will empower students to become highly articulate learners across all disciplines.

5. **Advancing Global Education**
   Nurture inquisitive learners who actively explore diverse global issues from multiple perspectives. This expanded worldview will be achieved through deeper cross-curricular integration and sustained, meaningful collaborations with our network of partner schools.

6. **Implementing Diversified Reading and Literacy Strategies**
   Deepen the connection between reading habits and real-world applications through diversified, school-wide reading promotion strategies. Simultaneously, the school will implement the robust MAIL (Media and AI Literacy) Approach to ensure students can critically navigate modern information landscapes.

7. **Adopting the 'Seven Me' Framework for Personal Development**
   Advance a holistic approach to student well-being and character building by embedding the comprehensive 'Eight Me' framework into the school curriculum. This multi-dimensional framework is purposefully designed to nurture:

   - ✓ self-discovery and identity (Unravel Me),
   - ✓ affirm personal self-worth (Value Me),
   - ✓ foster gratitude and positive emotions (Joyful Me),
   - ✓ build resilience and antifragility (Strengthen Me),
   - ✓ clarify life goals and aspirations (Future Me),
   - ✓ instill regular self-reflection and life-audit habits (Review Me),
   - ✓ nurture inner spiritual growth (Spiritual Me), and
   - ✓ expand students' horizons to cultivate a profound global vision (Broaden Me).

   By employing a shared pastoral language and structured reflective practices, the school provides robust support for whole-person development.

8. **Leveraging AI for Structured Reflection and Personalization**
   Explore innovative, AI-supported tools designed to deepen students' reflective practices and personalize their developmental pathways. These technologies will be utilized specifically to strengthen students' goal-setting, progress-tracking, and self-evaluation skills within the overarching 'Eight Me' framework.

9. **Developing a Tiered Career Planning Approach**
   Design a highly structured and tiered life-planning curriculum to ensure a wide variety of career-related experiential opportunities. This refined approach will better cater to students' diverse interests and aspirations, providing them with authentic, practical exposure to future academic and professional pathways.

6 SCHOOL FINANCIAL REPORT

6.1 2025 – 2026 Financial Summary (Unaudited Report)

		Balance b/f from the previous year	Income	Expenditure	Balance c/f to the next year
		$	$	$	$
A)	Government Fund				
1)	EOEBG	5,900,599.66			
	School & Class Grant			1,133,248.62	
	—Grant Received		730,090.80		
	—Other Income		577,529.33		
	Administration Grant		3,676,704.00	3,784,997.00	
	Admin. Grant for Add'l Clerical Assistant		192,056.40	0.00	
	Capacity Enhancement Grant		609,252.00	255,774.75	
	Composite Information Technology Grant		468,347.00	311,477.36	
	Air-conditioning Grant		589,074.00	971,900.00	
	Air-conditioning Grant for Preparation Room of Laboratories		15,433.20	0.00	
	Composite Furniture and Equipment Grant		464,605.20	351,183.00	
	Enhancement Grant		6,488.08	422.00	
	Lift Maintenance Grant		32,476.52	39,200.00	
	Consolidated Subject Grant		164,863.80	104,368.58	
	Recurrent English Language Grant		19,456.20	13,432.80	
	Prog Fund for Whole-Sch Ap to Guid & Dis		7,788.60	6,299.50	
	SB Management Top-up Grant		48,047.00	25,000.00	
	Supplementary Grant		215,694.13	67,298.00	
	Training and Development Grant		8,911.80	5,094.33	
	School-based Speech Therapy Administration Recurrent Grant		7,687.00	0.00	
			7,834,505.06	7,069,695.94	6,665,408.78
	Amount transferred to other Grants				0.00
					6,665,408.78
2)	Outside EOEBG	13,913,512.50	10,050,965.60	9,609,177.17	14,355,300.93
B)	School Funds				
1)	Tong Fai (including rental income, donation etc.)	5,129,290.42	704,266.54	167,403.00	5,666,153.96
2)	Collection of fees for specific purposes	1,045,374.95	323,360.00	76,155.00	1,292,579.95