

2024-25 The True Light School of Hong Kong Annual School Report

1. Our School

School Motto

「爾乃世之光」 “Thou art the Light of the World”

The motto of the school was derived from the Chinese translation of the biblical phrase: ‘Thou art the Light of the World’ (爾乃世之光) (Matthew 5:14).

We hope our students can become ‘True Light of the World’ – the future light-bearers and seed-sowers of the Christian faith.

School Mission

In pursuance of the Christian ideal of love and equality, True Light has engaged in women’s education with the aim of providing Christian education for the whole person and in the spirit of the school motto ‘Thou art the light of the world’.

It is part of our tradition to promote among our students the importance of creativity, innovation, self-sacrifice, concern for others and the pursuit of excellence. At the same time, we always embrace the belief that ‘education is life’. Through participation in diverse school activities, our students can achieve balanced development in various domains, namely moral, intellectual, physical, aesthetic, social and spiritual.

The following qualities are what our students strive to attain through education provided by us:

- To have physical fitness and good health.
- To have a spirit of endurance and perseverance.
- To be a humble, courteous, honest and law-abiding person.
- To be dedicated, eager to learn, prudent, critical in thinking and determined in taking action.
- To have talents in all aspects and always work for the betterment of the environment.
- To be equipped with professional knowledge and skills.
- To have awareness of the needs and realities of their time.
- To be able to co-operate with others actively for the benefit of society.
- To be just and unprejudiced, and willing to sacrifice and serve.
- To be able to enrich other people’s lives.

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

The school year 2024-2025 was the first year of the three-year development cycle (2024-27).

The major concerns in order of priority are:

- **Leap to Learn Well**

- to raise students into proactive and self-confident learners;

- **Learn to Live Well**

- to nurture students to feel contented when they are on their own and blessed when they are in groups;

- to foster students to trial, embrace errors, and adopt a positive outlook on life;

- to cultivate good living habits for students' physical and mental health development.

A. Major Concern 1: Leap to Learn Well

Achievements

The aim of Major Concern 1 "Leap to learn well" is nurturing students into proactive and self-confident learners. The implementation strategy in 2024-25 started by changing external factors to create a positive collaborative learning environment. Subsequently, it has cultivated students to develop good learning habits, repeatedly practise generic skills, and form a habit of thinking (Thinking Routine) to enhance self-regulated learning, and lead to a change in learning experience.

1. Enhancing students' proactivity in learning within the classroom

Subject teachers conducted cooperative learning strategies in classroom teaching. They designed classroom learning activities using "**Cooperative Learning**" strategies and "**Thinking Routines**" in selected topics selected from the curriculum across 22 subjects within the eight Key Learning Areas at all levels.

Strategy 1: Cooperative Learning

Over the past year, almost all subjects used at least one cooperative learning strategy to design learning activities in one or two selected topics per term. Most subject teachers adopted **Strategic heterogeneous grouping** to design grouping based on students' performance, i.e. having stronger students in a group to support weaker ones.

Three main cooperative learning strategies were adopted:

- **Group Discussion:** Nearly all subjects utilized small-group discussion methods. Compared to previous practice, teachers deliberately designed discussion questions and reporting formats, providing students with opportunities to learn together, express themselves, and collaboratively solve problems.
- **The Jigsaw Model:** This was the most frequently used strategy in subjects such as BAFS, Chinese History, Citizenship and Social Development, History, and Religious Studies, etc. Under this model, teachers assigned each team member a different segment of the learning material for them to become an "expert". Learning then occurred through cooperation, joint-inquiry, discussion, and sharing among the expert groups and the original home groups.
- **Group Investigation:** This involved collaborative projects, such as S4 Aesthetic Learning where students created and performed "shu-bai-lan", and S3 Science x STEAM where mini-projects explored various topics in Biology, Chemistry, and Physics. Additionally, junior secondary Non-Chinese Speaking Chinese Language students worked together on writing exercises and creating picture books, and Geography classes at all levels included group investigation during fieldwork.

After one year of implementation, student feedback from the Major Concern Questionnaire from S1 to S5 demonstrated high levels of agreement (strongly agree to agree) regarding collaboration and mutual support. 90.56% agreed that "I will contribute ideas responsibly in group interaction"; 91.11% reflected that "I will seek help from my group mates when I encounter learning difficulties"; and 94.56% stated that "I will offer help to my group mates when they encounter difficulties".

Concurrently, annual reports across various subjects indicate that students generally demonstrated active participation in peer communication, group discussions, and cooperative learning. Students also showed respect to other team members when solving problems and co-constructing knowledge during group work.

In addition, in the Stakeholder Survey, teachers' perception of student learning showed consistent improvement. The rating for "Students take initiative in learning" increased from 3.3 in 2023-24 to 3.5; "Students are confident in their learning" rose from 3.1 to 3.2; and "Students have a strong interest in learning" rose from 3.4 to 3.6. Meanwhile, students' self-assessment in the Stakeholder Survey also reflected positive growth in various items: "I take initiative in learning" (from 3.4 to 3.5), "I am confident in my learning" (from 3.0 to 3.2), and "I enjoy learning" (from 3.0 to 3.2).

Strategy 2: Thinking Routines

Subject teachers incorporated Thinking Routines into their classroom learning activities and assignment designs to enhance students' generic skills. The most frequently utilised **Thinking Routine** was "**Think, Pair, Share**" / "**Think, Group, Share,**" adopted by subjects including Chinese Language, English Language, Mathematics, Religious Studies, Physical Education, Visual Arts, Music, and Home Economics. Other subjects selected different routines tailored to their disciplines:

- English adopted "**Connect-Extended-Challenge**"
- Citizenship and Social Development used "**The Three WHYs thinking tools.**"
- History employed "**Generate-Sort-Connect-Elaborate**" and "**Circle of Viewpoints.**"
- Geography utilised "**What Makes You Say That**" and "**Thinking Hats.**"
- ICT used "**I Used to Think... Now I Think...**"

In addition to established models, some subject panels developed their own internal thinking routines, such as the use of a **timeline** in Chinese History and **flow charts** in Biology.

Annual reports from various subjects largely reflected success in cultivating these skills. For example, in History, the frequent use of "Generate-Sort-Connect-Elaborate" and "Circle of Viewpoints" contributed to significant improvements in students' analysis of the chronology and relationships of historical events, leading to more precise answers. They also achieved a basic grasp of "cause and effect" and "comparison" in their written records. In the Major Concern Questionnaire, 81.11% of S1 to S5 students stated from "strongly agree" to "agree" with the item: "This academic year, I learned some Thinking Routines and know how to apply them in the learning process and assignments".

Overall, in this academic year, the focus of developing classroom teaching design was successfully achieved through the adoption of cooperative learning strategies and thinking routines to foster a positive learning environment. This approach allowed students to benefit from peer synergy, leading to a noticeable advancement in their initiative and confidence in learning.

2. Cultivating students' learning habit and self-regulated learning skills

Strategy 1: Cultivating students' learning habit

This academic year, **all subjects** enhanced their guidance to students on **study skills**, such as organising learning materials and taking notes. Furthermore, for **S1 and S2 students**, **class teachers** utilised **class periods** before tests and exams to help them plan revision timetables. These measures aimed to promote the development of **good time management** and **study habits**.

The Stakeholder Survey reflected that these measures had a positive impact on student learning from teachers' perspective. The rating for "Students are self-disciplined and abide by the rules" increased from 3.9 to 4.2. The rating for "Students regularly complete learning tasks diligently, including homework" showed an increase from 3.9 last year to 4.1. Students also shared the same view when rating this item in their self-assessment (from 3.5 to 3.6). Overall, the majority of the students (85.56%) from S1 to S5 indicated that the adoption of self-regulated learning helped their learning in the Major Concern Questionnaire by expressing "strongly agree" to "agree" with the statement: "This academic year, I will use self-regulated learning strategies (e.g., pre-reading, summarizing learning points, etc.) to aid my learning".

Strategy 2: Promoting extended learning activities

Additionally, most of the **subjects promoted extended learning activities** this year to strengthen students' proactive engagement in learning. Examples included the English Panel's Model United Nations, the Mathematics Olympic Competition, the S3 Science x STEAM project, debate competition in both English and Chinese, and the Geography overseas study field trip. The Major Concern Questionnaire showed that 81.11% of S1 to S5 students responded "strongly agree" to "agree" with the statement: "This academic year, I participated in extended learning activities for a subject (e.g., visits, lectures, competitions, etc.) which enhanced my interest and motivation for learning that subject".

Overall, this academic year saw a significant number of initiatives aimed at cultivating good study habits and self-directed learning abilities in students. The feedback received from both teachers and students was largely positive; however, there remains room for improvement, which will be detailed in the reflection section.

3. Empowering Teachers' Competency

The school implemented a range of professional development initiatives to enhance teachers' capacity in conducting the "Cooperative Learning" strategy and "Thinking Routines" in classroom teaching.

These initiatives included:

A "**Cooperative Learning Workshop**" conducted by Ms. Leung Kit Yan from The Education University of Hong Kong Centre for Excellence in Learning and Teaching on August 27, 2024 at school. Ms. Leung introduced the teaching strategies of "cooperative learning" to the teachers, covering its fundamental principles and core components. **Teachers experienced** the cooperative learning process firsthand through hands-on activities.

- **Subject panels** also conducted subject-based professional **lesson observations** and **professional sharing** specifically focusing on "cooperative learning." during their panel meetings.
- Teachers were invited to **open** their **classrooms** for observation.
- Teachers conducted **teaching demonstrations and sharing** at staff meetings.

- Recommendation of **professional literature** such as *Making Thinking Visible: How to Promote Engagement, Understanding, and Independence for All Learners*, *The Power of Making Thinking Visible*, and 讓學生成為學習的主角：自主學習四學架構的理論創新與學校應用。

Overall, these initiatives have had a positive impact on teachers' ability to further develop their instructional strategies and conduct cooperative learning activities in their classroom

Reflection

1. Effectiveness and challenges of cooperative learning

Most subjects affirmed the effectiveness of cooperative learning in **promoting student communication and problem-solving**. The effectiveness of **intra-group learning (peer learning) among students is relatively evident**. However, **some challenges** are as follows:

- **Uneven participation and lack of initiative among students:** Some students (e.g., in Mathematics and S4 Chinese Language) were observed to be relatively passive and required more guidance and motivation from teachers.
- **Insufficient depth of content:** In Chinese Language (Argumentative Writing teaching), the reflection indicated that expert group reports were procedural, lacking in-depth analysis and discussion, and students were reluctant to point out the fallacies in each other's views.
- **Lack of Inter-Group Exchange:** Biology found that limited opportunities for communication between different small groups resulted in a missed chance to establish an interactive and reflective learning environment.
- **Weaker Inter-Group Learning (Cross Learning):** The effect of cross-group learning was slightly inferior, particularly as students rarely offered their own opinions and evaluations on the reports or views of students from other groups.

2. Effectiveness and challenges of Thinking Routines and Extended Learning Activities

Only around 81% of students recognised their ability to master and apply thinking routines in their learning process and assignments, which was 10% lower than their recognition of the effectiveness of cooperative learning. Annual reports from various subjects also reflected that **although thinking routines were taught, students easily forgot to apply using them consistently**. For example, in English Language, teachers utilised the "Connect-Extend-Challenge" Thinking Routine. They found that instilling this type of thinking habit is not an easy task. Even with consistent practice across the curriculum, students were comparatively more capable of mastering the first level of the thinking routine — "Connection" while showing difficulty in levelling up to handle the "Extend" and "Challenge" components.

Similarly, only about 81% of students agreed that various extended learning activities held by subjects could enhance their interest and motivation to learn that subject. It is evident that despite participating in the aforementioned learning activities, there is still a certain gap between the students' experiences and their ability to transform these experiences into personal learning abilities, attitudes and values.

3. Empowering Teachers' Competency

Teachers are able to grasp the theoretical principles and basic application skills of "Cooperative Learning" through various professional activities (workshops, lesson observations, and sharing sessions) and have started applying them in daily lesson design. In long-run, the school plans to **continue inviting relevant experts to hold workshops to deepen the application of Cooperative Learning and Self-regulated Learning** within the classroom.

Feedback and Follow-up

1. Enhancing students' proactivity in learning within the classroom

Building on Dr. Ho Sai Mun's theory and **model of Self-regulated Learning (SRL)**, we will continue to focus on two key areas:

- **Intra-group learning (peer learning):** Maintaining efforts to ensure students actively engage in peer communication, demonstrate respect for others, and collaborate to co-construct knowledge within the classroom.
- **Inter-group learning (cross-learning):** Strengthening activities so that students can listen and respond to the answers and opinions from other groups. Ultimately, students can voice opinions and make evaluation when responding to other groups' answers.
- **Thinking Routines:** Focusing on one or two thinking routines (and incorporating it/them in a cooperative learning classroom), and consistently apply using it/them in both classroom instruction and assignment design in the hope to ensure the effective mastery and application of the thinking routines taught.

2. Cultivating students' learning habit and self-regulated learning skills

Strengthen the guidance provided by subject teachers at junior secondary level to help students **develop good learning habits**, such as time management and organising learning materials. Moreover, **strategically plan subject-related extended learning activities** that are closely tied to subject content, focusing on guiding students to understand the essence of the subject and related knowledge in an engaging way.

3. Developing students' reflective ability and the capacity to improve their learning

Begin to develop students' reflective ability and capacity to improve their learning as they highly value learning from the figures reflected. Based on student feedback from the Major Concern Questionnaire, 87% of students "strongly agree" to "agree" with the statement: "During the learning process, I will review my own learning performance and adjust my study methods at any time". A similar item in the Stakeholder Survey, "I frequently reflect on and improve my learning by using classroom performance, test/exam results, and teachers' feedback, such as assignment comments" also received a rating of 3.6.

However, it is also a fact that our students have not yet been able to effectively internalise the learning experience and consistently apply it to their daily studies. More so, students' reflections often stop at simply considering their scores or grades from observation.

Therefore, in the second year of the School Development Plan, it is crucial to enable students to review their own learning performance and adjust study methods, with a specific focus on "learning methods".

4. Empowering Teachers' Competency

- **Deepen teachers' understanding and application** of cooperative learning and self-regulated learning within the classroom through workshops.
- Continue to invite teachers from different subjects to open their classrooms to facilitate professional exchange through **lesson observation**, and empower teachers to experiment with updated teaching practices by having them **share their good teaching practices**.

B. Major Concern 2: Learn to Live Well

Achievements

We believe every person is unique. They are alone, but not lonely. Every individual experiences success and failure, which are nutrients for growth. Through the major concern 2, we hope to nurture each single student to feel contented when they are on their own, and blessed when the students are in groups, leading an orderly life, daring to trial, embracing errors, and adopting a positive outlook on life.

1. Know 'ME' - Encourage students to acknowledge, appreciate and unleash their strengths, know how to admit and accept one's shortcomings and limitations

Both teams and forms have organized a wide range of purposeful individual and collaborative events, programmes and activities to engage students so as to enhance their self-understanding, address their strengths and foster their self-appreciation. Following are some highlights according to the purposes.

Strategy 1: To enhance students' self-understanding and appreciation

- A series of **assemblies themed as "Jesus gives you wings"** introduced a clear and concrete concept of self-care supported with real life examples, which encouraged students to start adopting self-care and spiritual practices to help build inner strength in God. Over 74% of students agreed that the school assemblies enhanced students' awareness on inner well-being and over 76% of students agreed that the religious assemblies encourage them to build inner strength in God.
- The Careers Guidance Team adopted a comprehensive whole-school approach to enhance students' self-understanding and appreciation. This initiative included conducting **personality and occupational inclination surveys** using Holland Codes for students from S1 to S6. Informative leaflets were provided to introduce Holland Codes and their associated job opportunities, and S3 students utilized the Cambridge Occupational Analysts tool to further explore their career inclinations. The programmes effectively met their objectives, as evidenced by the overall results. Notably, 94.2% of students across S1-S6 indicated that the Holland Code questionnaire and accompanying informative leaflets helped them better understand their strengths and interests, encouraging them to explore new career paths. Likewise, approximately 95% of students reported that the level-based activities enabled them to identify their strengths and weaknesses, set clear study and career goals, and appreciate their unique qualities. This comprehensive approach not only inspired students to understand their interests but also fostered greater compassion for themselves and others as they navigated their career paths.
- S1 and S4 homeroom sessions each featured different activities to enhance students' self-understanding and identify their individual strengths and weaknesses.

S1 My Learning Type: Students gained a preliminary understanding of the characteristics, strengths and weaknesses of various VAK learning styles. They showed enthusiasm and active participation when completing a simple questionnaire to identify their own learning style. After completing the questionnaire, class teachers introduced study methods suitable for each learning style. For boosting students' active application of the study method with reference to the learning style, it is suggested that next year, time will have to be allocated for students of the same learning style to discuss and exchange study tips, enabling them to create study groups for mutual support.

S4 Embrace yourself and Empower yourself: Students generally recognized the characteristics of different personality strengths from personality test explanations, and learned about their own strengths and advantages through personality tests. Some students felt pleased to gain a better understanding of themselves, while others were surprised by the test results and found it hard to believe they had another side to their personality. During the sharing session, although the students were a bit reserved, they attempted to share their success experiences and learned to appreciate others' strengths. This helped them realize that everyone has their own expertise and that there is no need to compare themselves to others. In the subsequent homeroom session, we had the students analyse their "Twelve Personality Types", allowing them to gain a deeper understanding of

personality strengths. Since the stories were related to campus life, the students were very engaged and were able to use this opportunity for self-reflection. However, students seemed to struggle when discussing how to apply their personality strengths in daily life. To take a step further, class teachers will intensify efforts to guide students in utilizing their strengths in daily life.

- A series of leadership training activities was held by the ECA Team. Feedback collected through questionnaires indicated that many students reflected positively on their personal strengths and weaknesses, demonstrating increased self-awareness. Participants also shared their insights with peers confidently, creating a supportive learning environment. To reinforce students' leadership skills, reflective debriefing sessions should be emphasized in future training programs. Meanwhile, debriefing sessions were held by ECA groups during meetings or after major events allowing students to both evaluate the impact of their work and recognize each other's personal strengths and weaknesses. Over 80% of students actively engaged in various activities and completed all stages and tasks.

Strategy 2: To boost students' self-acceptance and compassion

- **Themed homeroom sessions "It's OK to not be OK"** for all forms were organized by the Guidance Team. The sessions helped students realized that they had numerous inner and outer resources, helping them know how to encourage themselves when dealing with setbacks. By writing self-motivating phrases on bookmarks, students were engaged in a thoughtful process to help internalise the theme.
- **S1** students in all classes were able to sincerely share their experiences of failure and the lessons learned. From the bookmarks submitted by students reflected their understanding that failure is an inevitable part of growth and that they should change their perspective, avoiding defining themselves by their failures.
- **S5** held a series of homeroom sessions revolving around the themes of **"Accepting Your Imperfect Self"** and **"Appreciating Your Imperfect Self"**. Students were highly engaged – being attentive to watching videos, active in group discussions, and eager to share views. They reflected deeply on self-acceptance, personal strengths and weaknesses, and the importance of not judging by appearances. Activities effectively helped students recognize their unique strengths, limitations, and individuality; they reflected on the meaning of imperfection. Students in general (around 82%) agreed that activities on the theme "It's OK to Not Be OK" helped them realise that they have to embrace imperfection, discover their strengths and shine in their own way. Awakened by the school's strategic initiatives, nearly the same percentage of students started to take more care of their inner well-being as they were more aware of self-compassion.

2. Become "We"- Foster students' empathy, know how to respect and collaborate with others

Through students' participation in service and organization of events, we have increased their exposure to diverse communities. This process has enriched their knowledge, fostered their empathy, and enhanced their ability to communicate and collaborate with peers.

Strategy 1: To learn and actualize empathy and mutual respect in daily life

- The Civic Education Team has provided many opportunities for students to collaborate with various community organizations. In 2024–25, students actively participated in the Orbis Student Ambassador Programme and the UNICEF Club promotion campaign. They demonstrated empathy for socially disadvantaged groups locally and globally, organizing awareness activities and raising funds to support those in need. Meanwhile, students developed a greater awareness of cultural diversity and deepened their understanding of contemporary China, particularly through organizer-led study tours to Beijing, Shanxi, Shanghai, Chongqing, and other regions through the China Merchant Group and Sister School Exchange Programmes.

- **Love Overflows Programme** for S4-5 students organized by the **ECA Team**. From organizing the target groups and the activities on their own, students developed a deeper understanding of empathy and connected with diverse social groups. Many showed growth in social awareness, enhancing their appreciation for different perspectives. Additionally, over 85% of students reported a greater understanding of social needs and improvements in problem-solving and social skills. They were encouraged to join service projects outside of school that allow them to apply their insights in real-world contexts.

Strategy 2: To get along and collaborate with people

- By optimizing the teamwork of existing student groups and establishing new ones, we provided students with more opportunities to develop their collaboration skills and complete their responsibilities and missions.
 - **Worship team and Worship Dance team:** Teamwork was improved in both since regular training sessions were started and led by a coach.
 - **True Light Girls' Invitational Mathematics Contest, Math & Science Week and Orientation Day:** All committee members of Maths Team needed to organize activities, some of which were large-scale ones and involved outside organisations to help foster teamwork and enhance effective communication among them.
- By organizing whole-school and whole-form events, students were granted chances to mingle with students across different forms and within the same form, thereby fostering closer friendships and bonds.
 - **School Fun Fair:** Teachers observed improvements in student interactions. Students also believe that the Fun Fair boosted their confidence and enhanced the teamwork with their classmates. 90% of students ranked their performance 7 or more on a 10-point scale on their performance in the Fun Fair.
 - **Form activity –S5 Envelopes with Encouragement and Well-Wishes:** Sharing encouraging notes among students and teachers in S5 brought all forms of care into visibility.

3. Fly High – Build students' growth mindset and resilience, stay healthy physically and mentally through finding meaning and value in experiences

Strategy 1: To facilitate development on "growth mindset"

- To cultivate a growth mindset, different activities have been introduced to students.
 - **Human Library** sessions for S3, S5 and S6 held by the Careers Guidance Team: Professionals and alumni shared their journeys, encouraging students to view challenges as opportunities for growth. In S3, 94.6% of students reported increased motivation to learn and develop their abilities. In S5-S6, 100% expressed positive reflections on their capacity to learn, recognizing challenges as avenues for growth. One S5 student remarked, "The stories from alumni highlighted how they overcame difficulties, reminding us that we could surpass our obstacles." These serves as a clear indication of the activity's success.
 - **Well-being Week** held by the Guidance Team, Religion Team and VA: The events for Well-being Week included the "True Light Failure Museum," displaying stories of failure from teachers and students. The comments section revealed students' reflections on how to handle failure, and many left encouraging messages for peers to positively address failures and deficiencies. Additionally, the S3 Visual Art exhibition offered the exhibiting students a sense of success, truly bringing the theme "I Can Shine" to life and allowing students to learn self-appreciation.
- To establish and consolidate students' values through reading and writing, a series of activities were held by the School Library.
 - **Reading Theme Promotion Campaign:** A series of engaging events aligned with the theme "Picture Books – A Window into Values" was held, including a book sharing session and a book

fair by the library society, life sharing by guest speakers, and a live drawing session by a professional illustrator. These events successfully integrated fun, inspiration, and meaningful experience, ultimately achieving the goal of promoting the joy of reading and highlighting the values that books could teach.

- **Picture books Publication:** Four picture books have been published in May 2025, including 《你是我最亮的星》, 《不完尾》, 《回憶盲盒售賣機》, 《微光引路》. The picture book project provided invaluable learning experiences for both writers and illustrators. For writers, the project enhanced their creative expression and storytelling skills through workshops, helping them master the importance of feedback and revision. Balancing the writing with academic responsibilities also improved their time management. For illustrators, they focused on visual storytelling, learning to effectively interpret narratives through their artwork. Collaboration with writers deepened their appreciation for the synergy between text and image, while developing technical skills expanded their artistic versatility.

Overall, this project was transformative, equipping writers and illustrators with valuable skills and insights that will influence their future endeavors in literature and art.

Strategy 2: To promote good living habits

The main focus is on encouraging students and teachers to exercise and to establish structured daily routines. Here are some highlights:

- **Fruit Day** organized by Student Union: The fruit day helped raise awareness about the importance of nutrition and its link to physical and mental well-being. Positive feedback from both students and teachers was received, indicating that the initiative had created an energetic atmosphere during lunch break.
- **New Year Running Project for New Year assignment:** Students were required to design a route related to a word or a phrase meaning New Year or Chinese blessings. They then had to put the design into reality by walking and running following the route designed. It is hoped to remind students to stay physically and mentally healthy during vacation.
- **Sports ACT:** Students were required to complete the SportsACT worksheet in the first and second terms to record their physical activities. Knowing they could earn bonus marks, this incentive boosted their motivation to exercise more in their spare time.
- The Discipline Team not only offered relevant reminders regularly but also hosted inter-class competitions. In the school major concern survey 2025, more than 80% students agreed that ongoing guidance and activities (e.g., Assembly Reminders, Master of Timekeeping Challenge) helped them understand and comply with school rules, and be more self-disciplined. This clearly showed that the activities were effective in cultivating a habit of punctuality among students.
- There is a remarkable improvement in students' awareness of living a healthy life, e.g. striking a balance between study and rest, doing enough physical exercise, finding ways to reduce stress, etc. The 0.3 increase (from 2.9 in 2024 to 3.2 in 2025) shows the effectiveness of the strategic work.

Reflection

To conclude the first year of student support work under our Major Concerns, various levels and committees were largely successful in aligning their efforts to promote diverse initiatives and activities. These efforts were designed to effectively meet the needs of students across different developmental stages and with varying personality traits. Crucially, the school's support network, which spans from self-compassion to peer interaction, has been firmly established. The following points warrant further attention for future development:

1. **Program Streamlining and Deepening:** Some established programs and activities should be re-evaluated to see how they can be effectively streamlined and deepened. This will improve their efficacy and make it easier for students to find balance in their busy academic lives.

2. **Parent Education Enhancement:** Since family relationships are crucial for students' healthy development, the school's existing parent education efforts should be updated and advanced in terms of both format and content, better meeting the diverse needs of parents.
3. **Reinforcing Holistic Wellness:** While the campus atmosphere is becoming more conducive to promoting physical and mental well-being, three areas should be continuously strengthened:
 - Encouraging more physical exercise to make sports a daily habit.
 - Promoting healthy and regular life habits, particularly getting sufficient sleep.
 - Reinforcing the ability to find the positive side of daily events; recognizing that failure is also a key factor in promoting growth.

Feedback and Follow-up

Having completed and responded to the first year work of the school development cycle, we will not only continue and optimize our current efforts but also introduce new directions and pursue further goals.

1. Integrating EDB's 4S Framework (Rest, Relaxation, Relationship and Resilience) with the concepts of our Major Concern 2 (Know Me, Become We and Let's Fly High) is beneficial. This allows stakeholders to clearly understand the main points, which helps students and teachers effectively align their efforts with the program's goals and overall planning.
2. We will participate in the 2025-26 CUHK Faculty of Medicine Adolescent Sleep Intervention and Prevention Programme. This initiative will allow us to more comprehensively understand students' sleep conditions. A professional organization will conduct school-wide talks and establish mediation groups. Coupled with activities from the Guidance Team and care from Class teachers, we hope that improving the quality of sleep will effectively enhance students' physical and mental well-being.
3. In addition to our existing parent talks, we will establish a Parent Ambassador Group. This group will leverage peer support among parents to promote their personal growth and encourage positive family interaction.
4. We will organize events and campaigns of a whole school approach to boost awareness of daily exercise among teachers and students, and to facilitate the practical experience of making "Daily Exercise as a Habit".
5. We will strengthen collaboration across internal teams, forms, subjects and with other schools. This synergistic effort aims to progressively enhance the breadth and depth of our student growth and support work.

3. Student Performance

A. Academic Performance (學生的學業表現)

A1. Internal Scholarship, Awards and Prize

Scholarship, Awards and Prize	No. of students awarded
1. True Light Foundation Scholarship - For S6 graduates who obtained the best results in the HKDSE to enter the local university.	2
2. Yung Yuk I Scholarship - For S6 graduates who obtained the best results in the HKDSE to enter the medical/ nursing field in the local university.	1
3. Siu Mei Mei Scholarship for Chinese Culture (For S6 graduates)	1
4. Chau Mee Yuk Scholarship for Mathematics (For S6 graduates)	8
5. Scholarship for Outstanding Academic Performance in 2023-2024 P6, Primary Section of True Light Middle School (For S1 students)	3
6. Honours Students (Year) (S1-S6)	5
7. Best Academic Award (Year) (S1-S6)	31
8. Woo Kwok Ho Memorial Prize (S1-S3)	15
9. Dr Lam Tsz Wai Memorial Scholarship – Best Performance in Mathematics and Science (S1-S3)	3
10. Dr Lam Tsz Wai Memorial Scholarship – Best Performance in Mathematics (S4-S6)	3
11. Dr Lam Tsz Wai Memorial Scholarship – Greatest Improvement in Mathematics and Science (S1-S3)	3
12. Dr Lam Tsz Wai Memorial Scholarship – Greatest Improvement in Mathematics (S4-S6)	2
13. P.L. Tang Memorial Prize – Best Performance in Chinese (S1-S6)	6
14. P.L. Tang Memorial Prize – Best Performance in Chinese Literature (S4-S6)	3
15. Eileen Lee (Credence Chinese Medicine) Scholarship (S1-S6)	4
16. First in Subject (S1-S6)	76
17. Best Improvement Award	49
18. The HKDSE Top Performer Scholarship, awarded to Caron Fung (2025 S6 Graduate) - In recognition of her dedicated effort and top academic performance in the 2025 Hong Kong Diploma of Secondary Education (HKDSE) examinations.	1

A2. Public Examination Performance

The performance of our S6 graduates in public examination (HKDSE), they continued to perform well-above the territory standard.

2025 HKDSE	True Light Students (%)	Day Schools Candidates (%)
1. Percentage of students in the school met the entrance requirements for local Bachelor degree programmes	98.6	44.7
2. Percentage of students in the school met the entrance requirements for local sub-degree programmes	100	73.4

A3. Scholarships and Grants

- **2024-25 Grantham Scholars of the Year Award**

6C (2023- 24) Cheung Sum Wo 張心和

- Sir Edward Youde Memorial Fund Prizes 2024-25

6D Fung Yuet Kiu Caron 馮乙翹

6C Yiu Lok Hei 姚樂希

- Harvard Book Prize Award 2024-25

5C Kung Sum Yau 龔心柔

5C Mak Jonita Yan Que 麥殷喬

5D Sin Hau Ching 冼巧晴

- Youth Arch Student Improvement Award 2024-2025

1A Chan Hor Yau Giselle 陳舒攸

1B Siu Sze Ching 蕭詩澄

1C Choi Ching Ki 蔡靖淇

1D Luo Ching Man 羅晴文

2A Ho Hee Yin 何煥賢

2B Sung Yui Chi Lexie 宋睿知

2C Ng Ka Ching 吳迦晴

2D Wang Cherina 王晶逸

3A Ngan Yui Lam 顏睿琳

3B Kwok Bo Kei 郭葆麒

3C Chan Ying Yuet 陳映悅

3D Tai Yui Ching 戴睿晴

4A Tang Po Yee 鄧寶兒

4C Szeto Yan Yuet 司徒欣悅

4D Fung Wai Ching 馮蔚澄

5A Wong Yuet Eliza 黃悅

5B Cheng Hau Yee Chole 鄭巧儀

5C Ling Man Ching 凌敏婧

5D Chan Lok Yiu 陳諾瑤

- The HKPS Bright Future Scholarship 2025

5A Chan Ngai Tan Maggie 陳藝丹

B. Multifaceted Achievements (學生在學業以外的)

During the academic year from September 2024 to August 2025, the students achieved a remarkable total of **645 awards** across a wide spectrum of extracurricular activities. These accomplishments showcase their diverse talents, leadership qualities, and dedication in fields ranging from academic competitions and STEAM to sports and community service. Some highlights of the awards are listed below:

Events	Awards
Leadership	
2024-25 SCMP Student of the Year – Community Contributor	S6 student, Mok Cheuk Ki, has been awarded the 2nd Runner-up in the Community Contributor category at the SCMP Student of the Year Awards
Hong Kong Island School Heads Association 香港島傑出學生選舉	香港島十大優秀學生 5C Cheung Yuet Hei Hazel 張悅曦 3C Hui Tsz Yin 許孜妍
Hong Kong Extra-curricular Activities Masters' Association 2024 "Hong Kong Outstanding Student Award for Extracurricular Activities"	Outstanding Student Award 5B Lau Kar Kei 劉嘉淇

Academic	
Hong Kong Secondary Schools English Debating Competition Grand Final of HKI & KLN Senior Division 1	Champion and Best Speaker <u>Senior Team of English Debate Team</u> 5C Cheng Ho Yen (Best Speaker) 鄭浩欣 6D Sit Amelia Huen Yi 薛萱兒 Au Cheuk Yu (Alumni, 2023-2024 5C)
St Joseph's College Inter-school Debate Friendly Tournament 2024	Champion <u>Junior Team of English Debate Team</u> 2B Hung Sze Wai Catherine 洪詩惠 2B Lee Seona 李善雅 2C Monahan Ella Mei 2D Wong Tsz Ching Cathy 黃芷澄 2D Yuen Tsz Kiu Bernice 袁芷橋 3C Sit Sofia Hoi Yi 薛愷兒
Hong Kong Secondary Schools Debating Competition Term 1 Finals	Champion 2B Lee Seona 李善雅 2B Lau Yuen Kiu Vanessa 劉宛喬 2C Cheng Hiu Tung 鄭曉彤 2C Lau Yi 劉懿 2C Monahan Ella Mei 蒙美霖 3C Sit Sofia Hoi Yi 薛愷兒
香港學界辯論聯會 HKSDF 第六屆《全港中學學界辯論比賽》	最佳辯論員 3B Tam Heung Ching 譚向晴 4C Cheng Pui Yin 鄭沛然
Tramplus Building Our Future Grand Challenge 2024	Best Sustainability Award Certificate of Merit 4C Huie Hoi Yin Lavena 許凱研 4C Lam On Kiu Angie 林安喬 4C Woo Wing Chi Vincy 胡穎芝
菁莪教育 主辦 香港城市大學香港持續發展研究中心 協辦 第一屆「大同世界——可持續發展盃」	複賽：全場最佳辯論員 全隊最佳辯論員 3B Tam Heung Ching 譚向晴 半準決賽：全隊最佳辯論員 2C Yung Tsz Ching 容子澄
London Ball Foundation My Dream Program	Champion : 1C Chu Hei Man 朱義雯 1st runner-up : 1D Sin Ho Tin 冼可天 2nd runner-up : 1C Lau Hiu To 劉曉陶
Man Kwan Pak Lau College 'Let students talk about Education' International Conference 2025	First Prize 3A Sin Kiu Yan 冼翹忻 3B Lau Chi Yau 劉紫柔 3B Tam Heung Ching 譚向晴 3C Chan Sin Ying 陳蓓盈
Hong Kong Schools Music and Speech Association English Speech Festival	Solo Verse Speaking, Non-Open, Secondary 3, Girls, FIRST : 3A Li Wing Miu 李穎苗 Solo Verse Speaking, Non-Open Secondary 2, Girls, THIRD : 2C Ho Yuet Luna 何月 News Feature Presentation, Secondary 3 and 4, SECOND : 4C Woo Wing Chi 胡穎芝

	Dramatic Duologue, Secondary 3 and 4, SECOND: 3C Casil Princess Armel Buenaventura 3C Abdul Rahman Asfia Solo Verse Speaking, Non-Open, Secondary 3, Girls, THIRD: 3B Anna Wong Hau Ching 黃巧晴
Olympiad Champion Education Centre, OCEC Thailand International Mathematical Olympiad	4 Gold Awards, 16 Silver Awards, 7 Bronze Awards <u>Semi-final: 10 Bronze Awards</u>
Olympiad Champion Education Centre, OCEC Greater Bay Area Mathematical Olympiad	Third Prize Award 5D Cheung Hiu Yan 張曉昕 3 First Honour Award, 12 Second Honour Award, 10 Third Honour Award <u>Semi-final</u> 6 Second Honour Award, 7 Third Honour Award <u>Final</u> First Honour Award: 5D Sin Hau Ching 冼巧晴 Second Honour Award 1C Lau Hiu To 劉曉陶, 1C Lin Sofia Zijun 林子瑤 5D Cheung Hiu Yan 張曉昕 Third Honour Award 1C Leung Yuet Ching 梁玥晴 4C Chan Audrey Hoi Lam 陳凱琳
Olympiad Champion Education Centre, OCEC Hong Kong International Mathematical Olympiad	8 Gold Awards, 6 Silver Awards, 10 Bronze Awards <u>Final</u> Silver Award 1C Lau Hiu To 劉曉陶 1C Lin Sofia Zijun 林子瑤 3B Woo Lok Miu 胡樂苗 Bronze Award 1A Hui Lok Lam Elim 許諾琳
亞洲國際數學奧林匹克聯合會 Asia International Mathematical Olympiad Open Contest	5 Silver Awards, 4 Bronze Awards <u>Semi-Final</u> Gold Award: 3B Lam Po Yee 林寶怡 Silver Award: 5D Chan Cui Yi Cherie 陳萃頤 Bronze Award 1C Leung Yuet Ching 梁玥晴 2C Yip Yik Huen 葉亦萱 3D Foo Sing Ching 傅星晴 <u>Final</u> Silver Honour Award: 3B Lam Po Yee 林寶怡
Thailand Mathematics Society Thailand International Mathematical Olympiad Semi-Final 2024-2025	Bronze Award 2C Chung Cheuk Lok Charisse 鍾卓榮
啟幼國際數學學會 2025 “Elite Maths Challenge Cup” International Mathematics Competition	特等獎 1C Lau Hiu To 劉曉陶

The University of Sydney International Competitions and Assessments for Schools (ICAS Mathematics)	High Distinction: 3B Lam Po Yee 林寶怡 Distinction: 3C Chung Wai Lam Vivianne 鍾蔚林 Merit Award 1D Lee Yan Hei 李昕禧 1A Chan Hei 陳 晞 2C Chung Cheuk Lok Charisse 鍾卓榮
Hong Kong Mathematical Association 2025 華夏盃晉級賽	總決賽一等獎: 1D Bian Lok Yan 卞樂欣 晉級賽一等獎: 1D Bian Lok Yan 卞樂欣 初賽一等獎: 3B Wong Shing Lam 黃承淋 初賽二等獎: 1D Bian Lok Yan 卞樂欣 2A Wong Cheuk Ying 黃焯熒
國史教育中心 抗日戰爭歷史戲劇教育活動之校本專題 研習比賽	甲等獎 4A Tse On Yee 謝安兒
STEAM	
Hong Kong STEAM Education Association 2024-25 Interschool STEAM Knowledge Competition	Bronze 1A Law Shin Yin Shareen 羅善言 1D Lam Cheuk Ki Rachel 林卓祈 1D Lau Kwok Huen 劉軹烜 2B Ho Scarlett 何汶睿, 2B Ng Nok Ka 伍諾嘉 Silver 1A Cheung Yuet Hei 張悅禧 1C Lau Hiu To 劉曉陶 1D Bian Lok Yan 卞樂欣, 1D Li Kai Hei 李佳熹 2B Lo Ka Hei 羅家晞, 2C Kam Hoi Ying 甘鎧瀛 2C Ng Yin Tung 吳彥彤 2C Yeung Tsz Ching 楊子晴 Gold 2B Ma Hok Yu 馬學瑜, 2B Ng Tsz Yau 吳祉柔
Tsing Yi VTC VTC Smart City and STEAM CHALLENGE CUP 2025	CHAMPION and Smart Technology Application Award 5C Lo Tsz Kiu 盧芷蕎, 5C Lu Ching Hei 呂靖晞 5D Sin Ka Yuet 單嘉悅
TramPlus Grand Challenge 叮叮科創大賽	Best Sustainability Award 4C Huie Hoi Yin Lavena 許凱研 4C Lam On Kiu 林安喬 4C Woo Wing Chi 胡穎芝 4D Cheng Kwan Sum Agnes 鄭鈞心
大灣區教育創新研究院 「人工智能生成內容」創作比賽	最受歡迎人氣獎、優異獎 2C Ng Nok Hei 伍諾晞 2C Tai Hei Yu Ashley 戴希瑜
2024-25 FIRST LEGO League Hong Kong Championship For Inspiration and Recognition of Science and Technology (FIRST)	一等獎 3B Chan Hau Kiu 陳巧翹 3C Yu Hong En 虞鴻恩 3C Cheng Ho Yi 鄭可兒
2024-25 Interschool STEAM knowledge competition	2 Gold prizes. 8 Silver prizes.

(全港校際 STEAM 知識問答比賽 2024-25)	5 Bronze prizes
10Botics 第三屆 校際 AI 藝術創作大賽《智畫神話》	一等獎：2C Yip Yik Huen 葉亦萱 二等獎：2C2 Ng Yin Tung 吳彥彤
Enjoyneer(工程思) 全港中小學創客大賽 2025	亞軍 3B But Carrie 畢心蕎, 3B Fung Yu Hei 馮予希, 3B Pun Ming Hei 潘明, 3B Yuen Sau Man 袁琇玟
Arts, Dance, Drama, Music, Design	
Hong Kong Schools Music and Speech Association 77th Hong Kong School Music Festival	<u>Piano Solo</u> 2 Silver Awards 7 Bronze Awards <u>Piano Duet: Silver Award</u> 5D Kong Hui Ching 江栩靖 1D Kong Hui Man 江栩文 <u>Violin Solo: Silver Award</u> 3A Sin Kiu Yan 冼翹忻 2C So Yan Ling 蘇恩鈴 <u>Viola Solo: Silver Award</u> 1D Lo Wai Yan 勞慧昕 <u>Flute Solo: Silver Award</u> 1C Ho Hei Lam 何熹霖 1B Chu Pui Yan Emma 朱霈恩 <u>Marimba Solo: Bronze Award</u> 2C Tsang Michelle Danielle 曾 琛 <u>箏獨奏: Bronze Award</u> 3D Chan Nga Man 陳雅雯 <u>二胡獨奏: Bronze Award</u> 5C Kam Peony Mo Cheuk 甘慕芍 5A Chan Ngai Tan Maggie 陳藝丹 <u>粵曲獨唱 子喉獨唱: Bronze Award</u> 5B Ying Hoi Ting 英凱婷 <u>Church Music - Foreign Language - Secondary School Choir - Age 15or under</u> Silver Award: School Choir <u>Vocal Ensemble</u> Silver Award: School Choir
Children Dancesport Professionals Association (Asia Pacific) CDPA Latin Open cum Hong Kong Schools Dance Sport	Open 13-15 Single R, Open 13-15 Single J Second 1A Lo Cheuk Ying 盧卓盈
Bellprints Handbell Supply Bellprints International Handbell Competition	Silver Award Handchime Team
DWC Asia Company Limited Dance World Cup Hong Kong Qualifying Match 2025	Junior Large Group Contemporary - 1st Place 2C Chung Cheuk Lok Charisse 鍾卓榮

The Association of Hong Kong Youth Dancers Hong Kong Youth Elite Dance Contest	Jazz Junior Group Gold Award Modern (Teen Group) - Gold and Overall Best Performance Award 2C Chung Cheuk Lok Charisse 鍾卓榮
Hong Kong Dance Federation Kangaroo Cup Dance Competition 2025	Gold Award - 17 & Under Troupe 2C Chung Cheuk Lok Charisse 鍾卓榮
HK Institute of Landscape Architects, Housing Bureau, Construction Industry Council Well-being Landscape Components Design Competition	First Prize (Secondary School Category) 1D Sin Ho Tin 洗可天
Sports	
HK Island & Kowloon Secondary Schools Regional Committee Interschool Athletics Competition (Division 2)	Girls C Grade 1st Runner-Up
HK Island & Kowloon Secondary Schools Regional Committee Interschool Athletics Competition (Division 2)	Girls B Grade 1st Runner-Up
HK Island & Kowloon Secondary Schools Regional Committee Interschool Athletics Competition (Division 2)	Girls A Grade CHAMPION
HK Island & Kowloon Secondary Schools Regional Committee Interschool Athletics Competition (Division 2)	Girls Overall CHAMPION
Leisure and Cultural Services Department Island District Age Group Athletic Meet 2024	Age13-15 Javelin 1st runner up, Age13-15 Discus Champion 2B Lo Ho Kiu Karis 盧可翹
屈臣氏集團 香港學生運動員獎	5C Kam Peony Mo Cheuk 甘慕芍
康樂及文化事務署 灣仔區分齡田徑賽 2024	女子 D 組 100 米跨欄 冠軍 3B Lee Chi Yin 李姿賢 女子 D 組 4x100m 冠軍 3A Lau Ching 劉晴 3B Kwok Bo Kei 郭葆麒 3B Wu Hoi Ting 胡凱婷 3C Luk Tsz Ching Katreena 陸紫晴 女子 D 組 跳高季軍、D 組 100 米跨欄 亞軍 2B Tang Pui Lam 鄧沛林 女子 D 組 4x100m 亞軍 2B Tang Pui Lam 鄧沛林 2B Lo Ho Kiu Karis 盧可翹 3B Lee Chi Yin 李姿賢 4B Yip Grace 葉晞喬
Wong Tai Sin District Recreation and Sports Council	Girls Age 13-15 Javelin Champion 2B Lo Ho Kiu Karis 盧可翹

Wong Tai Sin District Age Group Athletic Meet 2024	
康樂及文化事務署 Kwai Tsing District Age Group Athletic Meet 2024	Girls Age 13-15 Javelin 1st runner up Girls Age 13-15 Discus 1st runner up 2B Lo Ho Kiu Karis 盧可翹
Lee Kau Yan Memorial School Sports Day	4x100m Invitation Relay Champion 3B Lee Chi Yin 李姿賢 4A Lui Tsam Ying 呂沁盈 5B Pau Pak Qiu 鮑柏蕎 5C Chan Ho Ching Mona 陳可晴
Pacers Athletics Club, Hong Kong Amateur Track and Field Association Hong Kong Junior Age Group Athletics Competition 2025-1 (Women U16 Discus Throw)	Champion: 1A Cheung Yuet Hei 張悅禧 First-runner up: 5B Pau Pak Qiu 鮑柏蕎
康樂及文化事務署 南區分齡游泳比賽 2024 女子青少年組 (15-17 歲)	50 米背泳冠軍、100 米背泳冠軍 4A Sin Cheuk Tung 冼芍瞳
康樂及文化事務署 觀塘區分齡游泳比賽 2024 女子青少年組 (15-17 歲)	100 米自由泳冠軍、100 米背泳冠軍、200 米背泳冠軍 4A Sin Cheuk Tung 冼芍瞳
康樂及文化事務署 灣仔區分齡游泳比賽 2024 女子青少年組 (15-17 歲)	100 米自由泳冠軍、50 米背泳第三名、4x50 米四式接力第三名 4A Sin Cheuk Tung 冼芍瞳
HK Island & Kowloon Secondary Schools Regional Committee Interschool Table Tennis Competition (Division 2) GIRLS B GRADE	Champion 2A Zhu Janice 朱芷洛 3A Leung Hoi Ting 梁凱琰 3C Chung Wai Lam Vivianne 鍾蔚林 3D Yiu Lok Yin 姚樂妍
觀塘區回歸盃水運會	女子 16-18 歲 50 米背泳冠軍 5B Lau Kar Kei 劉嘉淇 女子 14-15 歲 50 米蛙泳季軍 3A Poon Sui Yi Zoe 潘瑞怡 女子 16-18 歲 50 米蝶泳季軍 5D Lee Sum Yin 李芯賢
Hong Kong China Swimming Association Division 3 Long Course Swimming Competition (Part 3A)	50m freestyle – Champion, 100m backstroke - Champion 5C Kam Peony Mo Cheuk 甘慕芍
Hong Kong China Swimming Association Division 2 Long Course Swimming Competition (Part 3A)	100m backstroke - 2nd runner up 5C Kam Peony Mo Cheuk 甘慕芍
國家體育總局游泳運動管理中心 中國救生協會 23rd National Lifesaving Championships	4x50m medley relay Champion, Rescue Tube Rescue Champion, 200m super lifesaver 2nd runner up, 4x50m obstacles relay 2nd runner up 5C Kam Peony Mo Cheuk 甘慕芍
International Life Saving Federation	100m manikin carry with fins Champion 4x25m manikin carry Champion,

Brita Memorial Swedish Championships 2024	4x50m obstacles relay 1st runner up, 4x50m rescue medley 1st runner up, 50m minikin carry 2nd runner up, 200m super lifesaver 2nd runner up, Line throw 2nd runner up, Nordic relay 2nd runner up 5C Kam Peony Mo Cheuk 甘慕芍
Hong Kong China Life Saving Society 2024 Bauhinia Youth Lifesaving Challenge	4x25m Minikin Carry Relay Champion, Stimulated Emergency Response Competition (SERC) Champion, 200m Super Lifesaver 2nd 5C Kam Peony Mo Cheuk 甘慕芍
Hong Kong China Life Saving Society 2024 Surf Lifesaving Competition Series	Surf Ski Champion 5C Kam Peony Mo Cheuk 甘慕芍
Hong Kong China Life Saving Society 2024 全港公開拯溺錦標賽暨發展盃邀請賽(泳池)	4x25m Manikin Carry Relay 3rd, 4x50m Obstacle Relay 3rd, 4x50m Medley Relay 3rd 5C Kam Peony Mo Cheuk 甘慕芍
香港花式跳繩會 香港島青年聯會 全港個人全能跳繩錦標賽 2024	12-14 歲女子組(公開組)個人總成績亞軍 1D Chiu Tsz Ching 趙紫晴
MR.J Sports Association of Macao & Macau Taekwondo Club 'Greater Bay Cup' Taekwondo International Series - Macau, China	Champion 5D Lin Yu Ting 林愉婷
Hong Kong, China Taekwondo Association Hong Kong Ladies Taekwondo Competition 2024(Color Belt)	Kyorugi (搏擊) : Champion, Poomsae (品勢) : 1st runner up 5D Lin Yu Ting 林愉婷
MR.J Sports Association Macao, The Macau Taekwondo Club 'GREATER BAY CUP' TAEKWONDO INTERNATIONAL SERIES - MACAU, CHINA	Champion 5D Lin Yu Ting 林愉婷
香港跆拳道東龍會	優秀運動員 金獎: 5D Lin Yu Ting 林愉婷
Hon Wah College The 6th Hon Wah Cup Table Tennis Competition	1st Runner Up: 3D Yiu Lok Yin 姚樂妍 2nd Runner Up: 2A Zhu Janice 朱芷洛
Community Service	
Hong Kong Red Cross Unit of the Year 2024 (傑出青年團)	CHAMPION in Wanchai District
香港紅十字會 港島總部灣仔區青年護理比賽 2024-25 年度	亞軍 2C Chung Cheuk Lok Charisse 鍾卓榮
Education Bureau Community Youth Club CYC Member Merit Award Scheme	First Honour Level (Red Star Honour Badge) Second Honour Level (White Star Honour Badge) Third Honour Level (Blue Star Honour Badge) 4C Woo Wing Chi 胡穎芝
THE Hong Kong Award For Young People (AYP)	Bronze Award 3A Chik Ka Nam 戚嘉嵐 3A Wong Yung Ching Charmaine 黃雍晴

	3B Chan Yan Ki 陳恩祈 3C Lee Ying Ching 李映澄 4A Ng Tsz Ying 吳芷凝 4B Luo Wai Lam 羅慧琳 5A Chan Ngai Tan Maggie 陳藝丹 Silver Award 4A Lok Sau Him 駱守謙 4B Chan Tsz Wai 陳梓慧 5A Lu To Lam 鹿道琳 5A Wan Yat Hei 尹一希 5B Cheng Hau Yee Chole 鄭巧儀 5C Chan Ho Ching Mona 陳可晴 5C Cheng Sze Hang 鄭思行 5C Cheung Yuet Hei 張悅曦 5C Kam Peony Mo Cheuk 甘慕芍 5C Kok Tsz Ching 郭芷晴 5D Chan Cui Yi Cherie 陳萃頤 5D Chu Queenie Pui Ling 朱霈鈴 5D Lai Ka Ki 黎珈圻 5D Poon Tsz Kwan 潘子君 Gold Award 4A Lok Sau Him 駱守謙 4B Chan Tsz Wai 陳梓慧 5A Lu To Lam 鹿道琳 5A Wan Yat Hei 尹一希 5C Chan Ho Ching Mona 陳可晴 5C Kam Peony Mo Cheuk 甘慕芍 5C Kok Tsz Ching 郭芷晴 5D Lai Ka Ki 黎珈圻 5D Poon Tsz Kwan 潘子君
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