

2025-26 The True Light School of Hong Kong Annual School Report

● 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.

- **Achievements and Reflection on Major Concerns; Feedback and Follow-up**

The school year 2025-2026 was the second 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.

1. 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 2024-2025 end-of-term school-wide survey on self-regulated learning (SRL) developed by Dr. Ho Sai Mun showed significant achievements in intra-group learning (共學) yet room for improvement in <i>inter-group learning</i> (互學), especially in terms of <i>peer feedback</i>. Consequentially, the implementation strategy for 2025-2026 was formulated, focusing specifically on strategies that foster an atmosphere of <i>peer learning</i>, in accordance to the following three targets we have set in our three-year plan:
Target 1. Enhancing students' proactivity in learning within the classroom.
<u>Strategy 1: Cooperative Learning</u> Enhancement of our most commonly used strategies: ● Group discussion: This strategy is no longer just a space for students to express themselves and learn from one another. Teachers have also found it to be an effective tool for <i>observing learning difficulties</i> that are otherwise invisible during individual study. For instance, in Chinese language learning, observing student interaction allows teachers to assess students' progress effectively and identify areas needing refinement. On the other hand, in Religious Studies and subjects like CES, which focus on values and affective learning, group activities enable teachers to observe students' holistic needs in <i>value formation and emotional development</i>. Ultimately, this bridges the gap between academic and pastoral care- a common dilemma in most schools- ensuring early identification, smooth referrals, and strong collaboration between the two teams. ● Group investigation: Group investigation was implemented across many subjects. Beyond collaborative projects in aesthetic learning and STEAM education initiated in 2024–2025 and carried forward this year, several new initiatives took place. For example, Visual Arts guided students through art-related research using subject-specific approaches such as the SCAMPER technique, helping them master disciplinary thinking and analytical frameworks. Most encouragingly, under our teachers' guidance, some students have begun proactively seeking group investigation opportunities both inside and outside school. In Model United

Nations (MUN), for instance, they applied the collaborative skills acquired in class to collaborate with external peers. Some travelled to Cambodia and Africa for group learning projects—not through school-sponsored trips, but through their own self-initiated planning. They proactively pitched these ideas to us, which marks a significant milestone in their learning journey. The above evidence demonstrates that group investigation has gradually been internalized as a core learning mode for our students.

- **The jigsaw model:** Last year, this intergroup strategy was mainly adopted in the PSHE KLA. Seeing its powerful impact through professional development opportunities, this practice of *joint inquiry* can now be seen across all KLAs. Specifically, we are delighted to observe that the Jigsaw Model, originally designed for classroom learning, has begun to transfer seamlessly into students' learning experiences both inside and outside the classroom. For instance, reflecting our commitment to Values Education, our Civic Education Section has consolidated several student teams, such as the Flag Guard and CEA Committees. Through various formal and informal events, these student leaders leverage the Jigsaw Model cultivated in the classroom. They not only generously share their own expertise, but also step outside their comfort zones to learn from the strengths of others.

Evidence of Achievement in Cooperative Learning A comparative analysis between the 2025–2026 academic year and the previous year reveals sustained excellence in intra-group collaboration alongside notable growth in inter-group interaction. For instance, intra-group peer support remained consistently high—with seeking help increasing from 91.11% to 92.01%. Students paying attention to other groups' answers rose from 90.56% to 92.19%, and those actively offering opinions and evaluations on peers' work grew from 81.11% to 83.84%.

Strategy 2: Thinking Routines

Enhancement of our most commonly used strategies:

While cooperative learning allows students to address their blind spots and enrich their perspectives within small groups—instilling confidence in their output before sharing with the wider class—thinking routines provide *structured frameworks* that reduce cognitive load, preventing students from feeling overwhelmed when constructing knowledge.

Together, these two approaches empower students to become confident, proactive thinkers.

Following our first year of implementation, we have categorized the most commonly used thinking routines into three primary dimensions:

- **Action Routines (e.g., *Think-Pair-Share*):**
These routines guide students in systematically structuring their workflow when engaging with an issue. They establish a clear sequence: beginning with individual reflection or reading (input), progressing to peer discussion and refinement in small groups, and concluding with whole-class sharing. This cycle continuously enriches personal thinking and elevates learning outcomes.
- **Cognitive & Analytical Routines (e.g., *See-Think-Wonder*):**
These routines scaffold step-by-step personal reasoning. For instance, in *See-Think-Wonder*, which is commonly used across subjects, students first observe objective facts (*see*), interpret and form hypotheses based on evidence (*think*), and finally raise deeper questions or

inquiries (*wonder*), guiding them from simple observation to higher-order critical thinking. Another such routine would be *Connect-Extend-Challenge* used in the English Department, where ultimately students are to bring an impact to their communities and the world.

- **Subject-Specific Thinking Routines:**

Tailored to discipline-specific inquiry, these frameworks cater to the unique analytical needs of different subjects. Here are some examples:

- **Biology:** Utilize *Flowcharts* to map processes, systems, and logical procedures.
- **History & Chinese History:** Emphasize *chronological sequencing and cause-and-effect analysis* while fostering empathy across diverse perspectives (utilizing tools like *Circle of Viewpoints* and *Timelines*).
- **Economics & Geography:** Use tailored approaches for *specialized data interpretation*, such as efficiently decoding geographical maps and economic graphs.
- **Visual Arts:** Incorporate *Gallery Walk* to enable peer critique, cross-learning, and spatial evaluation of artwork.

Evidence of Achievement in Thinking Routines Notably, students now recognize the school's intent behind emphasizing these frameworks. Student application of thinking routines saw a positive gain, rising from 81.11% to 83.13%, demonstrating a deeper integration of self-regulated and collaborative learning habits across all grade levels. They demonstrated a clear understanding that mastering subject knowledge at this stage should move away from rote memorization toward a structured, systematic way of thinking.

Target 2. Cultivating students' self-regulated learning skills and learning habits.

Strategy 1: To cultivate students' learning habits

Recognizing that effective learning begins with systematic organization, our school has implemented a multi-tiered approach to cultivate robust, lifelong learning habits across all form levels and disciplines.

- **Establishing Foundational Systems in Junior Forms** For our S1 and S2 cohorts, the transition to secondary education requires explicit instruction in self-management. We prioritize routine practices, such as the systematic tidying and organization of subject binders. This tactile practice serves as a crucial stepping stone, instilling baseline executive functioning skills and ensuring students can efficiently retrieve, categorize, and utilize their learning materials.
- **Subject-Specific Approaches to Knowledge Management** Building upon this foundation, different departments have customized their approaches to align with their specific pedagogical objectives. By doing so, they guide students to establish structured, discipline-specific systems for managing their learning:
 - **Metacognitive Reflection in Religious Studies:** Emphasizing holistic personal and moral growth, the Religious Studies department utilizes *reflective journaling* (心靈札記). This practice encourages students to internalize their learning, engage in self-dialogue, and track their emotional and ethical development over time, thereby fostering a deep sense of self-awareness.
 - **Knowledge Consolidation in Mathematics:** To manage cognitive load and enhance analytical retention, Mathematics teachers actively guide students in creating

comprehensive *chapter summaries*. This trains students to distill complex concepts, connect interrelated formulas, and visually map out their understanding—a critical habit for independent revision and long-term academic mastery.

- **Cross-Curricular Organization:** Across various other disciplines, teachers effectively incorporate the use of *checklists and indexing tools*. These resources serve as essential scaffolding, helping students monitor their own task progress, manage multi-step assignments, and maintain consistent, daily organizational habits.
- **Subject-Specific Folder and Filing Management** Providing a subject-specific folder with explicit filing management guidance is a common and highly effective strategy utilized across departments to cultivate students' learning habits:
 - **Music:** S1-S2 students were introduced to organized file management starting in Term 1, learning to systematically document sound exploration drafts, worksheets, and concert reports. This resulted in high punctuality in assignment submissions, with S2 students demonstrating particular diligence in maintaining class notes. Concert reports reflected not only proper filing but also thoughtful listening reflections.
 - **Science:** Assignment reviews in junior forms (S1-S2) indicated that students consistently kept their teaching materials neatly ordered in their Science folders, showing a marked improvement in their organizational skills.
 - **Geography:** For S1-S3, providing a dedicated folder and learning material list, coupled with uploading study materials to Google Classroom, proved highly successful. Teachers observed that most students neatly organized their notebooks, workbooks, and assessments for easy retrieval, developing a strong habit of referencing digital PowerPoints for revision. In S4-S5, the introduction of a new partitioned zipper folder helped most students neatly manage notes and past paper booklets, proving the continued effectiveness of physical organization in senior forms.

Evidence of Achievement in Learning Habits The effectiveness of these organizational and metacognitive strategies is well-supported by qualitative departmental observations and quantitative school-wide data.

In the recent Major Concern Questionnaire concerning learning habits, **86.14%** of students agreed that they have actively used the self-regulated learning strategies mentioned above to aid their learning. This represents a positive, school-wide upward trend from 85.56% in the 2024-25 academic year. The growth is particularly encouraging among our senior cohorts; specifically, **S5 students showed a significant increase in agreement from 87.06% to 92.04%.**

Impact on Student Autonomy By integrating these diverse, subject-tailored strategies, we are successfully shifting the cognitive load and responsibility of learning from the teacher to the student. The survey data and classroom observations collectively confirm that these practices empower students to move beyond passive reception, enabling them to build and refine their own personalized learning frameworks. Ultimately, this strategic focus not only improves daily academic efficiency but also cultivates the autonomy, motivation, and resilience required for continuous, self-directed learning.

Strategy 2: To promote extended learning activities and off-campus learning experiences , and competitions

Extended Learning Activities (ELAs), off-campus experiences, and competitions spark interest, foster autonomy, and offer students choice while presenting authentic real-world challenges. By empowering students to diagnose their learning needs, identify resources, select strategies, and evaluate outcomes, these activities cultivate Self-Regulated Learning (SRL) and strengthen students' identities as proactive learners. To support this vision, a diverse array of extended and off-campus learning initiatives was organized this year:

- **Diverse, Level-Specific ELAs** The English Department thoughtfully arranged a diverse range of extended learning activities for each level to ensure non-repetitive progression. For instance, S1 students received systematic training in dance theatre from professional external tutors. This eye-opening experience expanded their perspectives and enhanced their confidence in using body and movement for self-expression in the classroom.
 - **Competition-Oriented Learning** These activities provided every student with at least one opportunity to join a territory-wide competition. All S2 and S4 students participated in the *21st Century Cup National English Speaking Competition* (Junior and Senior Secondary sections) following two professional training sessions, with winning students advancing to the finals.
 - **Student-Initiated and Led Activities** ELAs extended beyond teacher-arranged events to empower student leadership. A prime example was the student-run invitation Model United Nations (MUN) held in 2025-26. This initiative allowed students to take on elevated roles—transitioning from delegates to chairs, and from participants to hosts—taking full ownership of the academic event.
 - **STEAM Innovations** Students demonstrated remarkable self-regulation and application of cross-disciplinary knowledge (Chemistry, Physics, Geography, and Math) in territory-wide STEAM projects:
 - **Hong Kong Science Fair 2025–2026:** A group of S5 students designed "Slope Guardian"—an advanced, IoT-integrated landslide early warning system tailored to Hong Kong's terrain, earning the Merit Award and the Public Voting Award.
 - **Hong Kong Student Science Project Competition 2026:** A team of S4 students presented "Green Lung," an invention focused on achieving negative carbon emissions. Their diligent research and testing earned them an Honorable Mention and the Sustainable Development Award.
 - The Economics Panel registered four groups of S4 and S5 students for the *Economic Reels Competition 2026* (organized by the HK Association for Economics Education and HK PolyU), enabling them to translate abstract classroom theories into engaging, real-world applications.
 - **Pioneering Model of Extended Learning** The annual school art event, *Art in True Light (AiTL) 2026*, stands as a pioneering model connecting classroom instruction with real-world application. Serving as an immersive museum-making platform, all S5 students applied Aesthetic Learning skills to curate interactive exhibition booths or video-mapping projects alongside Wing Chan's photomontage exhibition.
- Additionally, as an extension of the *Speaking Like a Docent* English module, 21 selected S1

students completed docent training to serve as exhibition guides, providing voice-navigation support for visitors.

Evidence of Achievement Self-initiated participation in these extended learning initiatives clearly demonstrates the growth of our self-regulated learners. According to the Major Concern Questionnaire, an average of 82.06% of S1-S5 students participated in extended learning activities this academic year. Engagement was particularly encouraging among senior form students (S3: 92.37%; S4: 86.79%; S5: 90.91%).

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

A critical component of cultivating lifelong learners is ensuring that students can accurately evaluate their own progress and adjust their strategies accordingly.

Strategy 1: To discuss relevant learning methods with students and provide them with reference materials and exercises, thereby broadening their understanding of these methods.

Integrating Reflection into Daily Learning Across various subjects, targeted measures were implemented to weave reflection directly into the curriculum.

- Teachers actively showcased high-quality student work within classes, allowing students to benchmark and reflect upon their own performances.
- Note-taking practices were also reformed; rather than passively copying text verbatim, students were trained to use note-taking as an active, reflective tool.

Furthermore, several subjects successfully fostered peer-to-peer evaluation, where students critically commented on each other's work. This collective reflection prevented cognitive blind spots and helped students leap forward in their academic mastery.

Strategy 2: To invite students and alumnae to share their study methods at booths, allowing for free exploration and the exchange of learning ideas.

- **S1 & S2 Peer-to-Peer Power-up:** In Term 2, high-achieving S2 students were paired with S1 peers requiring targeted subject support across approximately five voluntary sessions. Post-activity surveys confirmed that these mentors successfully guided their S1 mentees in grasping core subject knowledge, while simultaneously building the confidence of S2 mentors who initially doubted their coaching abilities.
- **S5 Leap to (DSE) Success:** Recently graduated university alumnae returned to campus to conduct focused sharing sessions with our S5 cohort. Program questionnaires recorded 100% agreement that the initiative helped students overcome DSE learning difficulties and master essential exam skills.

Strategy 3: S1 – S2 Leap Higher Award Scheme

Incentivizing Active Engagement To encourage junior students to take proactive steps in their learning, the **S1 – S2 Leap Higher Award Scheme** was introduced. This stamp-collecting reward program incentivized active participation in classroom activities and responses to teachers' questions. Reviews demonstrated that highly engaged students utilized the scheme effectively, collecting stamps as a tangible reward for taking ownership of their classroom learning.

Evidence of Achievement The success of our reflective strategies is strongly supported by recent survey data, highlighting a robust feedback loop between teachers and students. According to the Stakeholder Survey, teachers were widely recognized for frequently providing feedback on students' learning performance (average 3.7). Furthermore, teachers rated their own ability to provide timely and specific feedback to promote student reflection highly (average 4.3, ranked 2nd among teacher practices).

Crucially, students acknowledge their own active engagement in this reflective process. In 2025-2026, 86.15% of the entire student body agreed they reviewed their learning performance and adjusted their methods as needed. This capacity for self-correction was particularly strong in the senior forms, with a highly encouraging 93.18% agreement among S5 students. Students also reported regularly reflecting on and improving their learning through classroom performance, test scores, and teacher feedback (average 3.7, ranked 3rd among student learning perceptions), proving that our reflective frameworks are deeply embedded in the student experience.

Target 4. Empowering teachers' competency

To effectively foster self-directed, reflective, and highly engaged learners as outlined in the previous strategies, it is imperative to continuously elevate our teachers' pedagogical capacity. This year, we implemented targeted professional development both within and outside the school to equip our staff with effective teaching strategies.

Strategy 1: To organise a series of school-based staff professional development

- School-Based Professional Development and Lesson Studies Our school invited Dr. Ho Sai Man (何世敏博士) from The Chinese University of Hong Kong to conduct a school-based professional development workshop. The session provided crucial guidance on enhancing students' learning initiative through "intra-group Learning" and "inter-group Learning" strategies within a self-directed learning framework. The workshop was exceptionally well-received, with 95.3% of teachers considering the activity helpful to their teaching practice.
- Building upon this foundation, Dr. Ho conducted focused lesson studies and targeted training across various subjects. Following these sessions, participating teachers opened their classrooms for lesson observations and shared their pedagogical insights during staff meetings. Teacher reflections indicated that these collaborative sessions were highly effective in enhancing their capacity to implement cooperative learning strategies, and these valuable reflections were shared with all teaching staff by the end of the school year.

Strategy 2: To encourage teachers to participate in professional development activities outside school

- We also actively encourage our teachers to seek out advanced pedagogical insights beyond the school. From December 1–4, 2025, Chinese Panel Head Ms. Hui Mei Ling, alongside Mathematics and Science Teacher Ms. Fan Lok Hang, participated in the Taiwan Study Tour and Self-Regulated Learning Festival, also led by Dr. Ho.
- During the tour, Ms. Hui and Ms. Fan exchanged pedagogical insights with teachers from nine other primary and secondary schools. They closely studied how Taiwanese schools successfully

integrate the “Four-Learning Framework” with Artificial Intelligence (AI) to foster active learning.

- Upon their return, they successfully cascaded these advanced insights to the entire staff during meetings, effectively spearheading the strategic development of e-learning, AI integration, and student-centered pedagogy within their respective subject departments.

Overall Progress: "Leap to Learn Well"

Under the Major Concern of “Leap to Learn Well”, the implementation of our integrated strategies across these four targets—combining cooperative learning, thinking routines, extended learning activities, and targeted teacher professional development—has yielded highly encouraging progress.

Together, these initiatives have proven effective in cultivating collaborative, disciplined, and self-regulated learners, while establishing a clear roadmap for further deepening student confidence and intrinsic enjoyment of learning in the years to come.

REFLECTION

To conclude the second year of implementation of Major Concern 1, sections under the Academic Affairs Team as well as all subject panels have secured progress in gradually transforming students to **proactive, self-regulated and reflective learners**. At the same time, such work needs to be deepened and optimized. Evidence from stakeholder survey, APASO, Major Concern Questionnaire and qualitative analysis all offer insights guiding this self-evaluation process. Based on systematic review of our work, the following points to areas require further adjustments:

1. **Encouraging “Proactive Learners”: Optimizing cooperative learning strategies and deepening thinking routines continuously**

Building on established cooperative learning practices across all subjects, future efforts must **focus on guiding students to recognize the value of peer feedback** alongside teacher input as students are still reluctant to comment and respond on peers’ ideals. Furthermore, as students begin to understand that subject mastery requires structured, systematic cognitive processing, **subject-based thinking routines** should be sustained and deepened through habitual practice to make their thinking processes visible. More so, **cross-subject thinking routines** may also be adopted so as to foster interdisciplinary cognitive transfer and consolidate a holistic, school-wide metacognitive framework.

2. **Fostering “Self-regulated Learners”: Elevating Learning Habits and Expanding the ELA Structure:**

Disciplined, self-regulated learners equipped for lifelong and life-wide learning are nurtured through strong study habits and active participation in ELAs. On the one hand, the routine practice of organizing learning materials must **transcend basic filing to become a meaningful, reflective process that actively consolidates knowledge**. On the other hand, our well-structured framework for learning activities ensures equitable opportunities for all students to deepen their classroom learning in authentic contexts, while also **allowing highly motivated or**

gifted students to further apply their skills in competitive, real-world scenarios.

Authentic off-campus competitions that extend beyond classroom instruction are an effective means to help students actualize their learning and visualize their achievements.

Moving forward, this type of **immersive, experiential learning** must be scaled up into a **comprehensive, whole-school cross-curricular framework**. Broadening the scale and scope of these initiatives will make our students' learning processes more visible and impactful, both on and off campus.

3. **Nurturing “Reflective Learners”: Aligning Extrinsic Learning Methods with Intrinsic Motivation**

Extrinsically, teachers provided explicit instructional methods and exemplars, complemented by subject-sharing sessions led by senior students and examination strategies offered by alumnae. While students acknowledged reviewing their performance and adapting their learning strategies based on timely teacher feedback, test scores and assessment results, overall impact can still be further enhanced.

Extrinsic incentives yield limited success when implemented in isolation without cultivating intrinsic motivation; therefore, making learning progress visible to students is essential to help them autonomously drive their own development. This necessity is reflected in the limited impact of the *Leap Higher Award Scheme* on passive learners, with Major Concern Questionnaire data revealing that only approximately 70% of S1 and S2 students felt the extrinsic reward initiative meaningfully influenced their learning.

4. **Empowering “Competent Teachers”: Honing Skills in Cooperative Lesson Design and Peer Evaluation**

Dr. Ho's **focus group training could be expanded to a broader cohort of teachers**, equipping them with expertise in designing cooperative learning lessons to promote inter- and intra-group collaboration alongside content-directed peer evaluation. Concurrently, targeted onboarding and tailored coaching must be established for new teachers; while they bring fresh perspectives, **structured support** is essential to ensure full alignment with the school's overarching mission of nurturing confident learners.

FEEDBACK and FOLLOW-UP

As we commence the third year of this major concern, our focus will be on optimizing the areas that fell short of targets, while scaling up our proven, successful initiatives.

1. **Cooperative learning and thinking routines** would continue to be incorporated as a usual part of students' classroom experiences to nurture them into proactive learners. Grounded in previous findings, focus should be especially placed on **inter-group learning**.

As each subject has already identified one to two thinking routines that is deemed most effective for learning the respective subject matter, it is advised that those **routines should be repeatedly used**, turning them into regular practices, so students could establish that particular thinking habit. Useful tools would continue to be developed in each subject to facilitate these in-class

learning. Adopting a **holistic, school-wide metacognitive framework** is worth exploring to enhance cross-learning.

2. Seeing that some students are taking the initiative to step outside the classroom to put what they have learnt into actions in the real-world setting, we would like to offer more opportunities so that eventually this could become part of our **learning culture**.

Cross-curricular and cross-departmental initiatives shall be made to help students transfer their knowledge to other areas. Also, more off-campus activities shall be offered so students could be challenged to upgrade their self-regulated learning skills when they are being placed into an unfamiliar environment.

3. Introducing **varied reflective tools** to promote intrinsic motivation is to improve students' reflective abilities and learning. We find that effort should be made to move students from extrinsic (i.e. relying on teachers' input) to intrinsic (i.e. internalizing reflection as an essential part of their learning).

Besides our alumnae network, we would partner with other organizations and institutions to support our students in this area. Particularly, given the growing educational trend and the significant benefits of **AI in personalizing learning** and boosting cognitive engagement, we will actively embrace AI technology across our academic departments.

4. To help teachers along the way in nurturing our students into "Proactive", "Self-regulated" and "Reflective" learners, professional learning opportunities should be arranged that target at the needs of this stage. Pull-out programmes specifically tailored to the professional developmental needs of newly joined teachers should be offered.

As for existing teachers, seeing that the team has accumulated some experiences during the past two years of learning and teaching, it is time to further facilitate **cross-departmental professional exchange** so that the teaching team could in itself be a professional learning community that practice the inter-group learning that we preach, acting as a role model for our students.

2. Major Concern 2: Learn to Live Well

ACHIEVEMENTS

We believe that every individual is unique, yet never alone; everyone experiences triumphs and setbacks, both of which serve as essential nourishment for growth. Marking the second year of our 2024–27 Major Concern 2, we have extended, expanded and deepened our ongoing initiatives. Complemented by active partnership, parental nurture and alumnae mentorship, we further empower our students to love themselves, engage in the community, lead structured lives, strive for excellence and embrace setbacks—ultimately building a positive outlook on life. Furthermore, by integrating the 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*), we provided a more comprehensive coverage of the domains embedded in the broader and clearer strategic direction. This clarity enabled teachers and students to align their efforts effectively with the overall goals and strategic planning.

Target 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. More importantly, establishing inner strength with Christian learning. All these helped lay a good foundation for students to embrace failures in a more positive and meaningful way. Following are some highlights according to the purposes.

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

- The Careers Guidance Team continuously 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. Meanwhile, S3 students utilized the Cambridge Occupational Analysts tool to further explore their career inclinations. This year, questionnaire evaluations were more closely integrated with guidance and counseling activities during homeroom sessions, significantly enhancing our effectiveness in achieving target outcomes.

The impact was supported by the Major Concern Questionnaire findings. Positive responses in 2025-26 reached 78.7% in S1, 79.8% in S2, 82.2% in S3, 87.7% in S4 and 89.8% in S5, showing that most students agreed career activities helped them understand themselves and explore future options. Compared with 2023-24, S1 showed a marked increase from 58.27% to 78.74%, while S5 rose from 77.21% to 89.77%.

- Tailored themed activities were designed for homeroom sessions across all forms to enhance students’ self-understanding, self-appreciation and self-acceptance.
 - **S1 My Learning Type:** Students gained a preliminary understanding of the characteristics, strengths and weaknesses of various VAK learning styles. Building upon last year’s review, class teachers followed up on the survey this year by guiding students to explore tailored learning strategies aligned with their learning styles. Major Concern Questionnaire findings showed that 81.1% of S1 students agreed they evaluated and adjusted their learning methods regularly.

- **S4 Embracing a New Chapter, Empowering Yourself:** Through the use of thinking tools, students learn to manage their self-expectations, subsequently empowering them to discover and maximize their personal strengths. Post-activity evaluations reflected overwhelmingly positive student feedback. Under the “Embracing a New Chapter” module, 90.8% of students gained clarity on upcoming challenges and 81.6% expressed confidence in navigating the transition. Concurrently, the “Empowering Yourself” module enabled 96.6% of students to recognize their unique character strengths and 94.4% to apply them in daily life—fostering both strong self-efficacy and mutual peer appreciation.
- A series of assemblies centered on the theme “**APT: Always Pray Together, Always Praise with Thanks!**” encouraged students to cultivate spiritual practices of prayer and praise, building inner strength in God. This year, worship music and reflections on prayer were integrated into all assemblies to foster deeper student engagement. Major Concern Questionnaire findings showed that 79.9% of students agreed these assemblies enhanced their awareness of inner well-being, while 82.2% noted that the religious assemblies helped them build inner strength in God—reflecting marked progress compared to 2024–25.

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

- Building upon last year’s theme, “It’s OK to Not Be OK”, the Guidance Team extended homeroom sessions across all levels under the theme “**Embrace Failure**”. The initiative effectively strengthened students’ positive perception of failure as a meaningful growth experience. Evaluation insights showed that while the activities successfully prompted deep reflection, the content was slightly complex for junior secondary students. According to the Major Concern Questionnaire, students agreed that the program helped them accept failure as a natural part of life and empowered them to embrace new trials without fear. Notably, senior secondary students rated the initiative more favorably than their junior peers, with S5 approval rate reaching 89.8% compared to 80.3% in S1.
- Tailored themed activities were designed for homeroom sessions across all forms to boost students’ self-acceptance and self-compassion.
 - **S4 Embracing Yourself:** By drawing upon the inspiring journeys of prominent figures who persevered through failure to achieve success, students were guided to embrace their limitations and capitalize on their personal strengths. Corroborating this approach, Major Concern Questionnaire findings revealed a resounding 87.8% agreement among S4 students that homeroom sessions helped them navigate senior secondary challenges, accept their imperfections, recognize their character strengths, and engage in deeper self-exploration.
 - **S5 Empathize Inward X Empathize Outward:** Building upon the completion of the 2024–25 “Embrace yourself and Empower yourself” activity series in S4, S5 organized level-based activities themed “Empathize Inward X Empathize Outward” in 2025–26. Specifically, the “Empathize Inward” component drew upon the real-life experiences of Tokyo Olympic athletes to heighten students’ awareness of self-care, guiding them to formulate simple and actionable self-care routines. Major Concern Questionnaire findings revealed an overwhelming 95.5% agreement among S5 students, affirming that homeroom activities effectively helped them prioritize their feelings and needs.

Target 2. Become “We”- Foster students’ empathy, know how to respect and collaborate with others

Through students’ sustained participation in community services and the ongoing organization of school events, we have progressively broadened their exposure to diverse communities. This continuous journey has deepened their knowledge, cultivated profound empathy and continually refined their communication and collaborative skills. The cultivation of “TEAM” synergy was budding via various training camps.

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

- Through ongoing community partnerships, the Civic Education Team continuously broadens students’ horizons. In 2025–26, students deepened their civic engagement via the Orbis Student Ambassador Programme and UNICEF Club, translating growing local and global empathy into impactful, student-led awareness campaigns and fundraising drives. According to the Major Concern Questionnaire, student response across S3–S5 was overwhelmingly positive: 85.6% (S3), 89.7% (S4), and 93.2% (S5) agreed that the activities enhanced their development in caring for others, community participation, national identity, and global responsibility. Concurrently, participation in culturally themed study tours nurtured a broader appreciation of cultural diversity and a deeper understanding of contemporary China. Immersed in this rich cultural environment, students substantially enhanced their knowledge of Chinese history and literature while elevating their writing proficiency.
- The Extra-Curricular Activities (ECA) Team continuously expands diverse community service opportunities, enabling students to gain first-hand insight into the needs of various communities.
 - **Love Overflows Programme:** An ongoing service learning initiative specially designed by the ECA Team for S4 and S5 students. This academic year, S4 and S5 students achieved an impressive completion rate of over 90% in their compulsory service learning projects, successfully serving diverse community groups, including the elderly and children. Working in collaborative teams, students independently planned, coordinated, and executed their service initiatives. Post-service debriefing sessions affirmed that students developed a heightened awareness of societal needs and cultivated a deeper sense of empathy toward various communities.
 - **Caring Engaging Smart (房協友里):** Collaborating with the Hong Kong Housing Society’s volunteer team, the Community Youth Club (CYC) actively served and accompanied elderly residents in neighboring Lai Tak Tsuen. Students demonstrated enthusiastic commitment throughout the initiative. This program effectively promoted authentic, real-life civic engagement, enabling students to cultivate a deeper understanding of senior citizens and foster genuine empathy for the local community.

Strategy 2: To get along and collaborate with people

- Through training camps, we sought to provide students from various teams with ample time, multi-faceted interactions, and more challenging training experiences, thereby fostering more effective team building and team cohesion.
 - **Leadership Training Camp, Training Camps for Sports Teams:** At the beginning of the academic year, various school teams organized an overnight (2-day, 1-night) on-campus training camp. Through structured activities and communal camp life, team members’

individual strengths and areas for growth were brought to light, laying a solid foundation for effective team building. At the same time, purposeful post-activity debriefing sessions effectively empowered students to continuously deepen self-awareness, leverage their strengths, and make personal adjustments. These positive impacts were strongly corroborated by findings from both the Stakeholder Survey and the Major Concern Questionnaire. In the Stakeholder Survey, students gave a high mean rating of 3.7 regarding the school's active efforts in cultivating leadership skills. Furthermore, 82.8% of students agreed in the Major Concern Questionnaire that post-activity debriefing sessions enabled them to reflect on their performance in co-curricular activities and gain a clearer understanding of their strengths and limitations.

- **Joint-School Prefect Training Day Camp:** The Discipline Team co-organized a Joint-School Prefect Training Day Camp with Our Lady of the Rosary College to enhance prefects' collaboration, problem-solving and resilience against duty stress. The camp received high acclaim, with an overwhelming majority rating it 4 or 5 out of 5 by participants. Facing novel challenges, students proactively co-created solutions, boosting their problem-solving confidence and mutual respect. Crucially, students deeply resonated with the reflection, *"Even if I am imperfect, I am still worthy of being seen"* learning to accept personal limitations and leverage collective team strength.

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

To foster a growth mindset—one that finds positivity in adversity and opportunity in setbacks—we progressively developed activities that promote adaptability and resilience. We also designed programmes to engage alumni and parents in supporting students and modelling these values, while helping students cultivate healthy physical and mental habits to sustain this mindset.

Strategy 1: To facilitate development on "growth mindset"

- Through a series of **"Human Library"** sessions, (S3 "Human Library", S5-S6 "TL Human Library" and S5 Career Talk: Girl Power @TL"), the Careers and Guidance Team empowers students to see opportunities within every challenge. Most students rated 4-6 out of 6 for the statement that Human Library and alumnae sharing helped them see challenges as opportunities, focus on the process, draw inspiration from others' successes, learn and grow from failures, and consistently step out of their comfort zones. This fosters resilience and adaptability in their personal and academic lives. Students' reflection like *"...setbacks could be opportunities to grow"*, *"...every setback serves as a chance of honing our ability and building resilience"*, *"...failure is fine, and with resilience, everything is possible"* showed the activities could help build resilience among students. Additionally, S4 Social Entrepreneurship and S5 Cultural Entrepreneurship give students the opportunity to explore how personal values can inspire social action, and how resilience can help them overcome setbacks and persevere.
- The Guidance Team organized **Well-being Week** under the theme **"Try Until We Find a Way: How Young People Embrace the Spirit of Trial and Error"**. The guest speaker's sharing and booth activities were well-received, offering students a chance to relax both body and mind while learning to express their emotions and feelings. According to the Major Concern Questionnaire, 85.6% of

students agreed that the activities helped them realize that setbacks are a natural part of life and encouraged them not to be afraid of trying.

- **TLamp Mentorship Programme, TL Mentorship Programme for NCS:** The sustained mentor-mentee interaction was another strong facilitating factor outside the school context to provide support and guidance for S4 and S5 students to develop adaptability and resilience. Programmes supported students' self-discovery, resilience and future planning. In mentee feedback, most students rated the school tracing activity 4 or 5 out of 5 for being diverse, career-related, enjoyable and helpful in strengthening bonding with mentors.
- **Professional Staff Development:** The workshop **"The First Step in Walking Alongside Students: Starting from Understanding Their Mindset"** focused on building student relationships through positive thinking. Post-event feedback showed 63.1% of teachers gained a clearer insight into students' mindsets while 47.3% learned how to guide students toward a growth mindset when facing difficulties. Additionally, the **"Board Game Card Experiential Workshop"** teachers learnt how to use two original sets of cards to promote peer dialogue and team cohesion. Beyond learning practical card-based tools, they embraced the sharing process, injecting strong positive energy among teaching staff.
- **Parents Education:** Healthy family relationships lay the foundation for students' positive growth. This year, the school regularly hosted eight **parent seminars** and eight **parent support groups**. The seminars helped parents understand adolescents' emotional changes through the lens of brain science, while the support groups enabled them to build a mutual-support network to walk together on the parenting journey. Participating parents were enthusiastic and highly engaged. In the Stakeholder Survey, parents' agreement with "The school helps me acquire knowledge and methods for parenting my children" (3.8) and "I have a good relationship with the school" (4.2) both showed notable improvement.
- Overall, the various initiatives are gradually showing positive results. According to the APASO survey, the Q-values for students' "Positive Emotions" and "Meaning in Life" reached 94 and 112 respectively, both showing an increase over last year and indicating a steady improvement in students' overall emotional wellbeing.

Strategy 2: To promote good living habits

- **Map My Move:** Drawing upon a junior secondary PE assignment as a blueprint, the Major Concern Team revised and expanded it into a whole-school activity encouraging physical movement. Students formed teams of 2–4 with peers or family to create GPS-tracked route art displaying auspicious words or patterns locally or overseas. The project achieved an impressive completion rate of over 98%, with 83.3% of surveyed students agreeing in the Major Concern Questionnaire that it helped them cultivate a healthier mindset and sustain physical activity.
- **Inter-class, Inter-house Sports Competition:** Co-organised by the PE Department and the Houses, this lunchtime competition gave students the opportunity to exercise, play sports, and build a sense of belonging through level-based activities. In 2026–27, the number of students participating in Sports Day nearly doubled compared to that of 2025–26.
- **"Masters of Cleanliness Challenge" Competition:** To cultivate good daily habits among students, the Discipline Team organized an inter-class "Master of Tidiness" Competition to encourage greater attention to personal grooming and classroom cleanliness. According to a survey conducted by the

Prefect Team, 96.2% of prefects agreed that students' overall personal appearance had significantly improved, while 87.0% noted an increase in the cleanliness of students' individual seating areas and classroom environments.

- **Reading Theme Promotion Campaign:** A series of engaging events aligned with the theme “Flip the page, take a step: Let words awaken your journey! (讀一讀、動一動:字裡行間 喚醒活力!)” was held to promote healthy living habits.
 - **Reading Week:** Drawing inspiration from literature, the program integrated reading with physical exercise and mindfulness through events like “**Taste of Yoga**” and “**Mindful Walking**”, allowing students to gain a deeper understanding of the text through physical movement.
 - **Learning Together in Nature:** Over 40 teachers and students from our school and Ma Kam Ming Charitable Foundation Ma Ko Pan Memorial College gathered for a “Countryside Reading Club” at an organic farm, enjoying a delightful time of reading and sharing surrounded by nature.
- Students exhibited progressive, sustained improvement in healthy lifestyle awareness, including work-rest balance, regular physical activity, and stress mitigation. A consistent three-year upward trend in Stakeholder Survey mean scores (from 2.9 in 2024 to 3.2 in 2025 and 3.3 in 2026) affirms the cumulative success of our strategic intervention.

REFLECTION

To conclude the second year of student support work under our Major Concerns, various departments and levels have gradually deepened, expanded or enhanced both their strategies and implementation. Simultaneously, planning adjustments were made to follow up on last year's review. Results from the Stakeholder Survey, APASO survey, and Major Concern Questionnaire demonstrated clear effectiveness, with students displaying increasingly positive growth across all areas. The following points warrant further attention for future development:

1. **Continuous Program Optimization and Deepening:** Established programs and activities should undergo ongoing evaluation to continuously optimize and deepen their impact. For instance, information regarding students' performance in departmental activities should be communicated with class teachers for timely follow-up. By streamlining execution and sustaining high-quality initiatives, we can maximize overall efficacy while helping students maintain a balance in their busy academic lives.
2. **Enhancing Alignment with Students' Developmental Needs:** As the differences in developmental needs and competency levels between junior and senior secondary students become increasingly pronounced, school-wide activities and programs require special attention. Adopting tiered designs and flexible arrangements are highly recommended approaches.
3. **Promoting Camping Education:** Camp activities effectively enrich students' experiences and foster peer interaction and collaboration, offering a valuable opportunity for students to better understand themselves and others while sparking deep reflection. However, given students' busy schedules, we should appropriately incorporate more camp experiences into school activities to nurture students' personal growth and talents.
4. **Continuously Reinforcing Holistic Wellness:** After two years of promoting this Major Concern, a school-wide atmosphere that prioritizes physical and mental wellbeing has been well established. However, continuous efforts are still required to further strengthen the following three areas:

- Sustaining efforts to encourage physical exercise, helping students make sports an enduring daily habit.
- Consistently promoting healthy lifestyle habits, with an ongoing focus on ensuring students get sufficient sleep and maintain regular routines.
- Continually reinforcing positive mindsets, empowering students to find the bright side of daily events and consistently recognize failure as a vital catalyst for growth.

FEEDBACK AND FOLLOW-UP

As we enter the third year of this Major Concern, we will follow up on measures that fell short of expected results, while continuing to deepen, broaden and elevate our currently effective initiatives.

1. Building long-term habits relies more on sustained, interactive drives than on standalone talks or theme weeks. More importantly, integrating **timely evaluation and debriefing** into activity planning ensures that the specific **developmental needs** of each grade level are effectively addressed, driving the long-term sustainability of the initiative. For instance, to improve student sleep habits, we can design level-specific activities during homeroom sessions, supplemented by periodic sleep health tips. Supported jointly by the Guidance Team and class teachers, this integrated approach is expected to deliver more impactful outcomes.
2. To further assess the effectiveness of **camping activities**, we could broaden their **scope and scale**. Rather than limiting them to local trips, national and international trips could be arranged, and stronger connections across year levels, teams, subject panels, and partner schools could be encouraged to create greater synergy. An example is the co-planning of camp activities across different committee, which balances human resources and workload while maximizing event impact and educational outcomes.
3. Adopting a **whole-school approach** is well-suited to encouraging student **physical and mental well-being activity**. Moving forward, we will mobilize a broader range of subject panels, administrative departments and forms to drive continuous promotion, organizing school-wide campaigns that raise awareness among teachers and students and help them put the concept of “Daily Exercise as a Habit” into practice. Another way forward to nurture students’ attitudes and positivity is to **promote values through whole-school cross-curricular learning**.
4. In addition to our existing parent talks and Parent Ambassador Group, **home-school cooperation** will be extended into **daily school operations**. For instance, family relationships should not only be addressed in parent education; relevant topics can also be incorporated into S1 and S2 Life Education lessons, helping students understand their parents’ perspectives and explore constructive ways to interact with them.

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.	4 students
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 student
3. Siu Mei Mei Scholarship for Chinese Culture (For S6 graduates)	1 student
4. Chau Mee Yuk Scholarship for Mathematics (For S6 graduates)	9 students
5. Chao Gee Ying Scholarship for Outstanding Students demonstrating excellence in academics and whole person development.	1 student
6. Scholarship for Outstanding Academic Performance in 2024-2025 P6, Primary Section of True Light Middle School (For S1 students)	3 students
7. Honours Students (Year) (S1-S6)	12 students
8. Best Academic Award (Year) (S1-S6)	30 students
9. Woo Kwok Ho Memorial Prize (S1-S3)	14 students
10. Dr Lam Tsz Wai Memorial Scholarship – Best Performance in Mathematics and Science (S1-S3)	3 students
11. Dr Lam Tsz Wai Memorial Scholarship – Best Performance in Mathematics (S4-S6)	2 students
12. Dr Lam Tsz Wai Memorial Scholarship – Greatest Improvement in Mathematics and Science (S1-S3)	3 students
13. Dr Lam Tsz Wai Memorial Scholarship – Greatest Improvement in Mathematics (S4-S6)	2 students
14. P.L. Tang Memorial Prize – Best Performance in Chinese (S1-S6)	6 students
15. P.L. Tang Memorial Prize – Best Performance in Chinese Literature (S4-S6)	3 students
16. Eileen Lee (Credence Chinese Medicine) Scholarship (S1-S6)	4 students
17. First in Subject (S1-S6)	80 students
18. Best Improvement Award	51 students

A2. Public Examination Performance

The performance of our S6 graduates in the HKDSE continued to be well above the territory standard.

Core Subject Results

4 Core Subjects Performance	5** - 5 (%)		5** - 4 (%)		5** - 3 (%)	
	Our School	All Candidates	Our School	All Candidates	Our School	All Candidates
Chinese Language	27.4	11.2	70.2	33.4	98.8	62.5
English Language	42.4	9.5	89.4	27.0	98.8	53.2
Mathematics	29.4	15.7	72.9	40.0	91.8	62.3
Citizenship and Social Development	100.0 (Attained)	93.7 (Attained)				

Results of the selected elective subjects (2026)

	5** - 5 (%)		5** - 4 (%)	
	Our School	All Candidates	Our School	All Candidates
Biology	50.0	20.1	86.4	45.8
BAFS (Accounting)	33.3	15.6	66.7	43.0
Chemistry	33.3	26.1	74.4	51.5
Chinese History	33.3	12.8	66.7	36.9
Chinese Literature	100	14.3	100	35.7
Economics	31.0	17.0	55.2	43.4
Geography	47.6	13.2	81.0	37.5
ICT	40.0	14.2	60.0	35.3
M1 (Calculus & Statistics)	66.7	29.2	83.3	53.7
M2 (Algebra & Calculus)	62.5	39.1	87.5	61.7
Physics	33.3	30.4	60.0	52.1

Other Reference

2026 HKDSE	True Light Students (%)	All Candidates (%)
1. Percentage of Students Meeting Minimum 332A + 2 Electives (Level 2 +) University Requirements	96.5	34.8
2. Percentage of Students with Core subjects at 332A or better, with two elective at level 3+	91.8	31.5
3. Percentage of Students with Core subjects at 332A or better, with two elective at level 4+	62.3	21.5
4. Percentage of Students with Core subjects at 332A or better, with two elective at level 5+	40.0	9.2

A3. External Scholarships, Prizes and Awards

- **2025-26 Grantham Scholars of the Year Award**

6C (2024- 25) 梁爾琛 LEUNG YI SUM

- **Sir Edward Youde Memorial Fund Prizes 2025-26**

6C Kung Sum Yau 龔心柔

6D Sin Hau Ching 冼巧晴

- **Harvard Book Prize Award 2025-26**

5C Yip Hei Yau 葉熙柔

5C Huie Hoi Yin 許凱研

5C Lam On Kiu 林安喬

- **Youth Arch Student Improvement Award 2025-2026**

1A Man Haley 文希頤

1C Cheuk Yi Hang 卓意行

2A Cheung Bianca 張凱程

2C Chiu Tsz Ching 趙紫晴

3A Lau Tin Yu 劉天渝

3C Cheng Wing Yan Peggy 鄭詠欣

4B Wu Shun Ching 胡舜晴

5A Tang Po Yee 鄧寶兒

5C Cheng Pui Yin 鄭沛然

1B Ho Wing Yiu 何泳瑤

1D Lau Chun Wai 劉雋慧

2B Lin Sofia Zijun 林子琿

2D Leung Wing Tung 梁穎桐

3B Chan Hong Ni 陳康妮

3D Lo Ka Hei 羅家晞

4D Ho Joy Yuet 何載悅

5B Yip Grace 葉晞喬

5D Chan Hi Miu 陳喜苗

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

During the academic year from September 2025 to August 2026, the students achieved a remarkable total of **406 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
Academic	
Hong Kong Schools Music and Speech Association	Honours Certificate 4D Wong Hau Ching 黃巧晴 5D Leung Yan Kiu 梁昕蕎
	Merit Certificates 1A Tang Yan Ching Hosanna 鄧恩程 1A Tsang Yat Nam Aver 曾逸嵐 1B Cheuk Hei Ching 卓晞晴 1B Tang Hong Ue 鄧匡好 1C Espinosa Gabriella Yedra Abarico 1C Lam Ho Yi 林皓宜 1D Lai Tsz Yu 黎芷如 2B Hui Lok Lam Elim 許諾琳 2C Chu Hei Man 朱義雯 3B Chan Hiu Pui 陳曉沛 3B Ho Yuet Luna 何月 3C Hung Sze Wai Catherine 洪詩惠 3D Guo Po Yi 郭寶宜 4A Fiza Rabbani 4B He Jinghan 賀敬涵 4B Li Wing Miu 李穎苗 4D Casil Princess Armel Buenaventura 5C Lau Pui Ga 劉佩嘉 5C Woo Wing Chi 胡穎芝
	Top 3 Finalist 1D Lai Tsz Yu 黎芷如
	Second Prize 2C Look Hey Yau 陸晞悠 2C Sin Ho Tin 冼可天
	First Prize Award 4C Sit Sofia Hoi Yi 薛愷兒
	Top 10 Finalist 2C Liu Wing Tung Charmaine 廖詠桐 2C Lam Cheuk Ki Rachel 林卓祈 Best Stage Presence Best Research

	2C Look Hey Yau 陸晞悠 2C Chu Hei Man 朱羲雯
EDB Hong Kong Mathematics Olympiad	Individual Event Honourable Mention 5C Chan Audrey Hoi Lam 陳凱琳 Group Event Third-Class Honour 5C Chau Ka Ying 周嘉瑩 4C Lam Po Yee 林寶怡 5C Chan Audrey Hoi Lam 陳凱琳 4C Woo Lok Miu 胡樂苗
The University of Sydney International Competitions and Assessments for Schools	Distinction 1B Mao Wanyue 毛琬月 1C Lee Lau Huen 李柳萱 2C Bian Lok Yan 卞樂欣 2C Lam Cheuk Ki Rachel 林卓祈 2C Leung Yuet Ching 梁玥晴 3C Ng Yin Tung 吳彥彤 Merit Award 1A Tam Yuet Yiu 譚玥瑤 3B Ip Wing Yeung 葉詠揚
Olympiad Champion Education Centre, OCEC Thailand International Mathematical Olympiad Final	Silver Award 1C Lee Lau Huen 李柳萱 1D Liu Yingxi 劉穎熹 2B Lin Sofia Zijun 林子珪 2B Lau Hiu To 劉曉陶 2C Bian Lok Yan 卞樂欣 2C Leung Yuet Ching 梁玥晴 3C Yip Yik Huen 葉亦萱 Bronze Award 3C Ng Yin Tung 吳彥彤 2B Hui Lok Lam Elim 許諾琳 1D Hung Yuet Kiu 洪悅喬
Olympiad Champion Education Centre, OCEC Greater Bay Area Mathematical Olympiad Final	Second Honour Award 1C Lee Lau Huen 李柳萱 3B Chung Cheuk Lok Charisse 鍾卓羣 Third Honour Award 1C Chan Ka Bo 陳加寶 1D Liu Yingxi 劉穎熹 1D Hung Yuet Kiu 洪悅喬 2C Bian Lok Yan 卞樂欣 2B Hui Lok Lam Elim 許諾琳 2B Lin Sofia Zijun 林子珪

Olympiad Champion Education Centre, OCEC Hong Kong International Mathematical Olympiad Final	Silver Award 2B Lau Hiu To 劉曉陶 2B Lin Sofia Zijun 林子珪 4C Woo Lok Miu 胡樂苗 Bronze Award 2B Hui Lok Lam Elim 許諾琳
啟幼國際數學學會 2025 “Elite Maths Challenge Cup” International Mathematics Competition	特等獎 2B Lau Hiu To 劉曉陶 二等獎 2B Lin Sofia Zijun 林子珪 2B Hui Lok Lam Elim 許諾琳 3C Yip Yik Huen 葉亦萱 3C Ng Yin Tung 吳彥彤
亞洲國際數學奧林匹克聯合會 Asia International Mathematical Olympiad Open Contest Semi-Final	Silver Award 1C Kam Yeuk Laam 甘若嵐 1D Hung Yuet Kiu 洪悅喬 2B Lau Hiu To 劉曉陶 2C Leung Yuet Ching 梁玥晴 Bronze Award 3B Wong Pui Ka 黃佩鎔 3B Chung Cheuk Lok Charisse 鍾卓榮
ICAS Assessments 2026 ICAS HK Math in English	Distinction 1B Mao Wanyue 毛琬月 1C Lee Lau Huen 李柳萱 2C Bian Lok Yan 卞樂欣 2C Lam Cheuk Ki Rachel 林卓祈 2C Leung Yuet Ching 梁玥晴 3C Ng Yin Tung 吳彥彤
Hong Kong Association for Economics Education, Department of Industrial and Systems Engineering PolyU 活學經濟 Reels 短片創作比賽	2nd Runner up 5A Tang Po Yee 鄧寶兒 5A Tse On Yee 謝安兒 5C Yip Hei Yau 葉熙柔 5D Su Man Yan 黃敏茵
Hamilton Lane Young Financial Explorers Mentorship Program	Champion 4C Cheng Chi Kiu 鄭芷喬 4D Lee Tsoi Yi 李采頤
招商局集團 第六屆「招商杯」香港青少年讀書月	中學組金獎 3D Wong Nga Yau 黃雅柔

中國文化研究院主辦 騰迅基金會贊助 2025-2026 學年「篇篇流螢」網上閱讀計劃	全港個人卓越表現獎「銀獎」 3B Ng Tsz Yau 吳祉柔
DEBATE	
YMCA of Hong Kong Christian College YMCA of Hong Kong Christian College Model United Nations Conference	Best Delegate 4D Sin Kiu Yan 冼翹忻 4D Wong Hau Ching 黃巧晴
Hong Kong Secondary School Debating Competition	Term 1 Finals- Champion 3C Lau Yi 劉 懿 3C Monahan Ella Mei 蒙美霖 3C Lee Seona 李善雅 4C Sit Sofia Hoi Yi 薛愷兒 5C Lam On Kiu 林安喬 5C Leung Sum Lun 梁芯蓓 Grand Finals 3D Lau Yuen Kiu Vanessa 劉宛喬 4C Sit Sofia Hoi Yi 薛愷兒 5C Lam On Kiu 林安喬
UNESCO Hong Kong Association HKSDGs Debating Competition Grand Finals	1st Runner-up 1A Tang Yan Ching Hosanna 鄧恩程 1B Lee Seon Min 李善敏 1B Qiu Tsz Tung 邱子桐 1D Lai Tsz Yu 黎芷如 1D Lee Seon Eun 李善殷
Secondary (English) Division at the Preface "Debate for Tomorrow" Inter-School Debate Tournament 2026	Champion First speaker: 5C Athena Ip Sum Pui 葉芯蓓 Second speaker: 2C Chu Hei Man 朱義雯 Third speaker: 2C Liu Wing Tung 廖詠桐 Fourth speaker: 3D Lau Yuen Kiu 劉宛喬
青苗辯論盃 第二屆「青苗辯論盃—中學組」	正賽第一回合 - 最佳青苗辯論員 2A Chiang Ho Nam Kana 蔣可嵐
專業溝通協會及香港中華文化發展聯合會主辦 第五屆爭鳴盃中文辯論邀請聯賽	全場總季軍 中文辯論隊 最佳辯論員 2A Chiang Ho Nam Kana 蔣可嵐 4D Tam Heung Ching 譚向晴
The Think Academy 2025 學而思盃數學競賽	二等獎 1B Mao Wanyue 毛琬月 三等獎 1C Cheung Hiu Ching 張曉晴

	1D Hung Yuet Kiu 1D Liu Yingxi	洪悅喬 劉穎熹
The Think Academy 2026 學而思盃數學競賽	二等獎 1D Liu Yingxi	劉穎熹
The Think Academy 2026 學而思盃晉級賽	中一級團體季軍 1A Au Tsz Ching 1D Hung Yuet Kiu 1D Liu Yingxi 總成績團體優異獎 1A Au Tsz Ching 1D Hung Yuet Kiu 1D Liu Yingxi 2B Mok Yanis 2C Leung Yuet Ching	區祉澄 洪悅喬 劉穎熹 區祉澄 洪悅喬 劉穎熹 莫昕穎 梁玥晴
STEAM		
For Inspiration and Recognition of Science and Technology FIRST LEGO League 2024-2025	Core Value Award Finalist, First Prize 4C Yu Hong En 4C Chan Hau Kiu 4B Cheng Ho Yi	虞鴻恩 陳巧翹 鄭可兒
TramPlus Grand Challenge 叮叮科創大賽	2nd Runner-up Best Presenter Award 4C But Carrie 4C Yuen Sau Man 4D Fung Yu Hei 4D Pun Ming Hei	畢心蕎 袁琇玟 馮予希 潘明希
TramPlus Tramplus Grand Challenge 2025 (Singapore Stage)	1st Runner-up 4C But Carrie 4C Yuen Sau Man 4D Fung Yu Hei 4D Pun Ming Hei	畢心蕎 袁琇玟 馮予希 潘明希
The Hong Kong Federation of Youth Groups, the Education Bureau, and the Hong Kong Science Museum Hong Kong Student Science Project Competition 2026	Honorable Mention Sustainable Development Award 4C Hui Tsz Yin 4C Yu Hong En 4C Sin Ka Yau	許孜妍 虞鴻恩 單嘉悠
Munsang College Hong Kong STEAM Cultural Innovation Challenge	Champion 3B Leung Tsz Wing 3C Ding Tian 3C Ng Yin Tung 3C Tsang Michelle Danielle 3C Yip Yik Huen	梁紫詠 丁天 吳彥彤 曾琛 葉亦萱

	Most Popular Award 3A Ngan Tsz Wa 顏梓華 3A Wong Tsun Yan 王臻恩 3B Cheng Hiu Tung 鄭曉彤
Hong Kong STEAM Education Association 2025-26 Interschool STEAM knowledge competition	Gold Award 金獎 1C Fan Sum Yee 范心誼 2B Lau Hiu To 劉曉陶 2B Lee Yik Lam 李亦林 2C Lam Cheuk Ki Rachel 林卓祈 3B Leung Tsz Wing 梁紫詠 3B Ma Hok Yu 馬學瑜 3B Ng Tsz Yau 吳祉柔 3B Yeung Tsz Ching 楊子晴 3C Chiang Pui Yiu 蔣沛瑤 3C Ng Yin Tung 吳彥彤 3C Yip Yik Huen 葉亦萱 1C Fung Yu Kiu 馮羽喬 Silver Award 銀獎 2B Lam Tze Yuet Brielle 林紫悅 2C Lau Kwok Huen 劉楓烜 2C Leung Yuet Ching 梁玥晴 3B Cheung Pak Yan 張栢忻 Bronze Award 銅獎 2B Lee Yan Hei 李昕禧 2C Mok Lam Ellen 莫琳
Hong Kong Council for Testing and Certification (HKCTC) and Hong Kong Association for Science and Mathematics Education (HKASME) "Digi-Science" Video Production Competition 2025-2026	Second Runner-up (Junior Secondary Division) 3B Chung Cheuk Lok Charisse 鍾卓羣 3C Cheng Wing Yan Peggy 鄭詠欣
香港津貼中學議會 抗戰勝利 80 周年遊戲設計比賽	一等獎 4C Cheng Chi Kiu 鄭芷喬 4C Leung Sophie 梁衍柔 4D Kwok Bo Kei 郭葆麒 4D Lee Tsoi Yi 李采頤
Arts, Dance, Drama, Music, Design	
77th Hong Kong Schools Speech Festival	Rehearsed Original Scene Secondary 4-6 First Place 1A Tsang Yat Nam Avery 曾逸嵐 1A Wong Tsz Yin 黃子研 1B Lee Seon Min 李善敏 1C Balaba Leia Paula 白昊璇 1C Espinosa Gabriella 1D Lee Seon Eun 李善殷

	3B Koh Yung Shun 許雍淳 3C Lau Yi 劉 懿 3C Lee Seona 李善雅 3C Monahan Ella Mei 蒙美霖 Rehearsed Original Scene Secondary 4-6 First Place 4A Rabbani Fiza 4D Abdul Rahman Asfia 4D Casil Princess Armel Buenaventura 5B Chan Tsz Wai 陳梓慧 5C Ip Sum Pui 葉芯蓓 5D Tsang Lok Sum 曾樂芯
Hong Kong School Drama Festival School Performance	Award for Outstanding Stage Effects Award for Outstanding Cooperation English Drama Group Award for Outstanding Performer 1B Wong Chin Yu 黃芊瑜 5C Ip Sum Pui 葉芯蓓
Asia International Hand bell Association (Hong Kong) Hong Kong International Hand bell Olympics	Silver Award - Advanced Handchimes 1B Cheuk Hei Ching 卓晞晴 1C Sin Kiu Yuet 冼翹悅 1D Leung Hoi Lam 梁凱琳 1D Pun Wing Shuen Prudence 潘穎璇 1D Wong Mei Ying Abbie 黃美螢 2B Lam Tze Yuet Brielle 林紫悅 3A Cheung Nga Wun 張雅媛 3B Hui Ching Bik 許澄璧 3B Leung Tsz Wing 梁紫詠 3B Ng Tsz Yau 吳祉柔 3C Hung Sze Wai Catherine 洪詩惠 3D Chan Yuen Ying Parisa 陳婉瑩 3D Ho Cheuk Kiu Angie 何卓蕎 4C Ng Yuen To 吳苑陶
香港聯校音樂協會 聯校音樂大賽 2026	手鈴及手鐘(中學組) 金獎 1B Cheuk Hei Ching 卓晞晴 1C Sin Kiu Yuet 冼翹悅 1D Leung Hoi Lam 梁凱琳 1D Pun Wing Shuen Prudence 潘穎璇 1D Wong Mei Ying Abbie 黃美螢 2B Lam Tze Yuet Brielle 林紫悅 3A Cheung Nga Wun 張雅媛 3B Hui Ching Bik 許澄璧 3B Leung Tsz Wing 梁紫詠 3B Ng Tsz Yau 吳祉柔 3C Hung Sze Wai Catherine 洪詩惠

3D	Chan Yuen Ying Parisa	陳婉瑩
3D	Ho Cheuk Kiu Angie	何卓蕎
4C	Ng Yuen To	吳苑陶
中學合奏(中樂) 金獎		
1A	Wong Hau Lung	王巧瓏
1D	Cheung Rain Pui Wing	張霈詠
2C	Sin Ho Tin	冼可天
3B	Kong Hui Kay	江煦琦
3D	Yim Nga Ting	嚴雅婷
3D	Yuen Tsz Kiu Bernice	袁芷橋
4C	Cheng Chi Kiu	鄭芷喬
5C	Cheng Pui Yin	鄭沛然
中學聲樂小組合唱 金獎		
2A	Kan Hei Tung	簡希瞳
3B	Leung Tsz Wing	梁紫詠
3B	Ma Hok Yu	馬學瑜
3C	Lee Sze Tim	李絲甜
3C	Yip Yik Huen	葉亦萱
4A	Giang Cheuk Laam	姜卓嵐
4A	Leung Ching Tung	梁靖彤
4A	Ip Wai Ching	葉韋晴
4B	Chau Hoanne	周可人
4C	Chui Wing Tak	徐詠德
4C	Lok Mang Ching Kayli	駱曼晴
4D	Ho Joy Yuet	何載悅
6D	Tsang Lok Yiu Charis	曾樂遙
中學合唱團(初級組) 銀獎		
1A	Chan Hey Yiu	陳熙瑤
1A	Chan Sum Yau Estella	陳心悠
1A	Sung Ho Yan Tiana	宋可人
1A	Wan Chin Yau Rani	尹芊嫻
1A	Lam Lok Sum Hannah	林樂芯
1B	Cheung Shun Yi	張信怡
1B	Yim Kailey	嚴詩澍
1C	Chan Nga Kiu	陳雅喬
1C	Cheung Ka Yam	張佳音
1D	Lam Sze Lok	林詩諾
1D	Pun Wing Shuen Prudence	潘穎璇
1D	Tam Yan Yu Jane	譚昕愉
1D	Yun Si Rui	袁僊睿
2A	Chau Hoi Yan	周凱欣
2A	Chiu Tsz Ki	趙祉棋
2A	Leung Sze Nga	梁思雅
2A	Kan Hei Tung	簡希瞳

	2B	Cheng Hiu Nam	鄭曉楠
	2B	Lau Hiu To	劉曉陶
	2B	Lo Wai Yan	勞慧昕
	2B	Lo Yi Ting	羅禕庭
	2B	Ngai Ji Ching	魏子晴
	2C	Lam Cheuk Ki Rachel	林卓祈
	2C	Lo Cheuk Ying	盧卓盈
	2C	Mok Lam Ellen	莫琳
	2C	Wong Chung Yee	黃頌懿
	3B	Chan Hiu Pui	陳曉沛
	3B	Leung Tsz Wing	梁紫詠
	3B	Ma Hok Yu	馬學瑜
	3B	Tai Hei Yu Ashley	戴希瑜
	3C	Lee Sze Tim	李絲甜
	3C	Yip Yik Huen	葉亦萱
	4A	Giang Cheuk Laam	姜卓嵐
	4A	Leung Ching Tung	梁靖彤
	4A	Ip Wai Ching	葉韋晴
	4B	Chau Hoanne	周可人
	4C	Chui Wing Tak	徐詠德
	4C	Lok Mang Ching Kayli	駱曼晴
	4D	Ho Joy Yuet	何載悅
	5C	Chan Tsz Yan	陳梓茵
	5B	Yun Mei Hing	袁美馨
	管弦樂團(中學組) 銅獎		
	1A	Chan Sze Nga	陳詩雅
	1C	Lee Lau Huen	李柳萱
	1C	Wong Wing Kay Kate	黃永璣
	1D	Lam Hei Kiu Hailey	林浠翹
	1D	Tan Shaena	陳欣然
	2A	Chiu Tsz Ki	趙祉棋
	2A	Choi Ching Ki	蔡靖淇
	2A	Li Kai Hei	李佳熹
	2A	Ng Yee Chun	吳苡臻
	2B	Chu Pui Yan Emma	朱霽恩
	2B	Ho Hei Lam	何熹霖
	2B	Lin Sofia ZiJun	林子珪
	2C	Ng Man On	吳敏桉
	2C	Wong Yuen Ka Ashley	黃炫嘉
	2D	Liu XiYan	劉煒妍
	3A	Ng Yi Wun Ophillie	吳爾桓
	3B	Liu Tsz Nok	廖梓諾
	3C	So Yan Ling	蘇恩鈴
	3C	Tsang Michelle Danielle	曾琛
	4B	Li Wing Miu	李穎苗
	4C	Chan Ying Yuet	陳映悅

	4C	Fong Tsit Tong Anson	方婕同
	4C	Lo Sin Ki	盧倩淇
	4D	Sin Kiu Yan	冼翹忻
	5B	Tsui Wai Sze	徐蕙思
Hong Kong Schools Music and Speech Association 78th Hong Kong Schools Music Festival	Third -Flute Solo - Secondary School – Senior		
	2B	Ho Hei Lam	何熹霖
	Silver Award – Graded Piano Solo - Grade Three		
	1A	Siu Wai Ki	蕭蔚淇
	Silver Award - Graded Piano Solo - Grade Three		
	1D	Hui Sum Yue	許心俞
	Silver Award - Graded Piano Solo - Grade Four		
	2B	Lam Journey	林靖然
	Silver Award - Graded Piano Solo - Grade Six		
	1B	Lee Ho Yee	利可兒
	Silver Award - Graded Piano Solo - Grade Five		
	1B	Tang Hong Ue	鄧匡好
	Silver Award - Graded Piano Solo - Grade Four		
	1B	Yim Kailey	嚴詩澍
	Silver Award - Graded Piano Solo - Grade Five		
	1C	Fung Yu Kiu	馮羽喬
	Silver Award - Graded Piano Solo - Grade Five		
	2C	Kong Hui Man	江栩文
	Silver Award - Graded Piano Solo - Grade Six		
	2C	Guo Ziqi	郭梓淇
	Silver Award - Graded Piano Solo - Grade Six		
	2D	Law Ziling Virginia	羅姿羚
	Silver Award - Graded Piano Solo - Grade Seven		
	2B	Hui Lok Lam Elim	許諾琳
	Silver Award -Flute Solo - Secondary School – Junior		
	1C	Hu Hei Shun Hazel	胡僖淳
	Silver Award - Vocal Solo - Foreign Language - Female Voice - Secondary School –Age 14 or under		
	1D	Piao Yifan	朴奕帆
	Silver Award - Flute Solo - Secondary School – Junior		

	2B	Chu Pui Yan Emma	朱霽恩
		Silver Award - Woodwind Concerto	
	2B	Ho Hei Lam	何熹霖
		Silver Award - Cello Solo – Intermediate	
	2C	Sin Ho Tin	冼可天
		Silver Award - N410 - Flute Solo - Secondary School – Senior	
	3B	Ng Nok Hei	伍諾晞
		Silver Award - Church Music - Foreign Language - Secondary School Choir - Age 14 or under	
	1A	Chan Hey Yiu	陳熙瑤
	1A	Chan Sum Yau Estella	陳心悠
	1A	Sung Ho Yan Tiana	宋可人
	1A	Wan Chin Yau Rani	尹芊嫻
	1A	Lam Lok Sum Hannah	林樂芯
	1B	Cheung Shun Yi	張信怡
	1B	Yim Kailey	嚴詩澍
	1C	Chan Nga Kiu	陳雅喬
	1C	Cheung Ka Yam	張佳音
	1D	Lam Sze Lok	林詩諾
	1D	Pun Wing Shuen Prudence	潘穎璇
	1D	Tam Yan Yu Jane	譚昕愉
	1D	Yun Si Rui	袁偲睿
	2A	Chau Hoi Yan	周凱欣
	2A	Chiu Tsz Ki	趙祉棋
	2A	Leung Sze Nga	梁思雅
	2A	Kan Hei Tung	簡希瞳
	2B	Cheng Hiu Nam	鄭曉楠
	2B	Lau Hiu To	劉曉陶
	2B	Lo Wai Yan	勞慧昕
	2B	Lo Yi Ting	羅禕庭
	2B	Ngai Ji Ching	魏子晴
	2C	Lam Cheuk Ki Rachel	林卓祈
	2C	Lo Cheuk Ying	盧卓盈
	2C	Mok Lam Ellen	莫琳
	2C	Wong Chung Yee	黃頌懿
	3B	Chan Hiu Pui	陳曉沛
	3B	Leung Tsz Wing	梁紫詠
	3B	Ma Hok Yu	馬學瑜
	3B	Tai Hei Yu Ashley	戴希瑜
	3C	Lee Sze Tim	李絲甜
	3C	Yip Yik Huen	葉亦萱

銀獎 - 笛獨奏 - 中學 - 初級組		
1A	Wong Hau Lung	王巧瓏
銀獎 - 鋼琴獨奏 - 中國作曲家 - 中級組		
2C	Guo Ziqi	郭梓淇
銀獎 - 琵琶獨奏 - 高級組		
4A	Luo Wai Lam	羅慧琳
銀獎 - 箏獨奏 - 深造組		
4B	Chan Nga Man	陳雅雯
銀獎 - 二胡獨奏 - 深造組		
6D	Chan Ngai Tan Maggie	陳藝丹
Bronze Award - Flute Solo - Secondary School – Junior		
1C	Wong Wing Kay Kate	黃永璣
Bronze Award - Graded Piano Solo - Grade Seven		
3C	Ng Ka Ching	吳迦晴
Bronze Award - Vocal Ensemble - Foreign Language - Equal Voice (Treble and / or Female Voices) - Secondary School - With Piano Accompaniment		
2A	Kan Hei Tung	簡希瞳
3B	Leung Tsz Wing	梁紫詠
3B	Ma Hok Yu	馬學瑜
3C	Lee Sze Tim	李絲甜
3C	Yip Yik Huen	葉亦萱
4A	Giang Cheuk Laam	姜卓嵐
4A	Leung Ching Tung	梁靖彤
4A	Ip Wai Ching	葉韋晴
4B	Chau Hoanne	周可人
4C	Chui Wing Tak	徐詠德
4C	Lok Mang Ching Kayli	駱曼晴
4D	Ho Joy Yuet	何載悅
6D	Tsang Lok Yiu Charis	曾樂遙
銅獎 - 二胡獨奏 - 中級組		
1D	Cheung Rain Pui Wing	張霈詠
銅獎 - 聲樂獨唱 - 中文 - 女聲 - 中學 14 歲或以下		
1D	Piao Yifan	朴奕帆

Sports		
The Schools Sports Federation of Hong Kong, China Inter-School Cross Country Competition 2025-2026 (Division 2)	Girls A Grade 1st runner-up 1B Tang Hong Ue 鄧匡妤 3B Choi Yan 蔡忻 3C Chan Tung Yan 陳潼恩 3C Chang Charis 張忻 5B Chan Tsz Wai 陳梓慧 5B Yip Grace 葉晞喬 5D Kwong Hiu Yau 鄭曉柔 6D Fung Tsz Ching Christy 馮籽晴	
Wan Chai Sports Federation 國慶盃 76 周年迎全運田徑分齡比賽 2025	Girls Group F High Jump Champion 3C Lau Sin Kiu Katrina 劉善翹 Girls Group E Long Jump Champion 5A Lui Tsam Ying 呂沁盈 Girls Group F 400m Champion 5D Kwong Hiu Yau 鄭曉柔 Girls Group F 400m 1st runner-up 2D Choi Man Hei 蔡汶羲 Girls Group E Discus Throw 1st runner up 6B Chan Hiu Yan 陳曉恩 Girls Group G 1500m 1st runner up 1C Sasaki Anne 佐佐木杏 Girls Group FG 3000m 2nd runner-up 3C Chan Ting Yeung 陳錠揚 Girls Group F Discus Throw 2nd runner up 4C Chan Yan Ki 陳恩祈	
元朗區田徑會 2026 年度香港青少年分齡田徑賽第三站	女子 U16 鐵餅第三名 3C Chiang Pui Yiu 蔣沛瑤	
新星田徑會 新星沙田聖誕盃兒童及少年賽	Secondary School Grade C 60m Champion Secondary School Grade C Long Jump Champion 1A Lau Tin Yeuk 劉天約	
康樂及文化事務署 沙田區分齡田徑比賽 2025	U12 High Jump Champion 1A Tang Yan Ching Hosanna 鄧恩程 Youth (16-18) 400m Champion 5D Kwong Hiu Yau 鄭曉柔 Girls D Javelin Champion	

	3B Lo Ho Kiu Karis 盧可翹 Girls U16 Discus 1st runner up 3C Chiang Pui Yiu 蔣沛瑤 Girls E 200m 1st runner up Girls E 4x100 relay 1st runner up Girls E 60m 2nd runner up 1A Lau Tin Yeuk 劉天約 1500m Girls 1st runner up 1C Sasaki Anne 佐佐木杏 Girls FD 100-meter Hurdles 1st runner up 3C Tang Pui Lam 鄧沛林 Girls FD High Jump 1st runner up 3D Yim Nga Ting 嚴雅婷 U16 800m 2nd runner up 3C Chan Tung Yan 陳潼恩
康樂及文化事務署 南區分齡田徑比賽 2025	Girls D 100m 2nd Runner Up 1A Lau Tin Yeuk 劉天約
康樂及文化事務署 離島區分齡田徑比賽 2025	女子青少年 D 組 標槍 冠軍 3B Lo Ho Kiu Karis 盧可翹
康樂及文化事務署 觀塘區分齡田徑比賽 2025	女子青少年 D 組 標槍 冠軍 3B Lo Ho Kiu Karis 盧可翹
康樂及文化事務署 深水埗區分齡田徑比賽 2025	女子青少年 D 組 標槍 冠軍 3B Lo Ho Kiu Karis 盧可翹
油尖旺民政事務處 2025-2026 油尖旺盃青少年羽毛球比賽	十五歲或以下組別(雙打) 亞軍 3B Lo Ho Kiu Karis 盧可翹
The Schools Sports Federation of Hong Kong, China Inter-school Table Tennis Competition	Girls A Grade (Division 2) Champion 3A Zhu Janice 朱芷洛 4A Leung Hoi Ting 梁凱珽 4D Yiu Lok In 姚樂妍 Girls C Grade (Division 2) Champion 1B Chan Lok Yung 陳樂榕 1B Lee Ho Yee 利可兒 1C Cheung Hiu Ching 張曉晴 Overall (Division 2) 1st Runner-up 1A Lu Lok Yi 呂洛怡

	1B Chan Lok Yung 陳樂榕 1B Lee Ho Yee 利可兒 1B Mao Wanyue 毛琬月 1B Yeung Hoi Tung 楊凱彤 1C Balaba Leia Paula 1C Cheung Hiu Ching 張曉晴 2B Chan Sum Nam Charlotte 陳心楠 2B Ho Wan Ying 何昀螢 3A Zhu Janice 朱芷洛 4A Leung Hoi Ting 梁凱珽 4C Chung Wai Lam Vivianne 鍾蔚林 4D Yiu Lok In 姚樂妍 5B Chan Tsz Wai 陳梓慧
The Schools Sports Federation of Hong Kong, China	Outstanding Athlete Award (Division 2) (Table Tennis) 4D Yiu Lok In 姚樂妍
Schools Sports Federation of Hong Kong, China Laurel Silver School Award	Second Place (Girls' Schools Division)
Badminton Association of Hong Kong, China 2026 All Hong Kong Inter-schools Badminton Championship (Secondary Girls' Open Category)	2nd Runner-up 3B Lo Ho Kiu Karis 盧可翹 3B Yu Sze Ying 余思瑩 4A Ng Yuet 伍悅 4A Pun Lok Tung Daphne 潘樂潼 4B Ho Wing Hei Hailey 何詠浹 4B Tai Yui Ching 戴睿晴 4D Yu Sze Wing 余思穎 5C Sham Hiu Ching 沈曉澄 5D Poon Yu Ching 潘予晴
中華基金中學 第二屆「迎春盃」香港中學生聯校體育交流活動	亞軍 1B Chan Lok Yung 陳樂榕 3A Zhu Janice 朱芷洛 4A Leung Hoi Ting 梁凱珽 4D Yiu Lok In 姚樂妍

中華基督教會扶輪中學 扶輪盃排球邀請賽	冠軍 2C Chiu Candice Tsz Wing 趙芋詠 2C Lau Kwok Huen 劉楓烜 2C Leung Yuet Ching 梁珮晴 2C Wong Hin Ting 王衍婷 3A Leung Lok Yee 梁樂兒 3C Tsang Michelle Danielle 曾琛 4A Leung Hoi Ting 梁凱珽 4C Lo Sin Ki 盧倩淇 5B Chan Tsz Wai 陳梓慧 5B Yip Grace 葉晞喬 5D Ko Hei Kiu Hilary 高熙翹
St. Stephen's Girls College Swimming Gala 4x50m Invitation Relay	Champion 3C Ding Tian 丁天 4A Poon Sui Yi Zoe 潘瑞怡 4D Zhang Qiaoruo 張巧若 5A Lee Wing Yau 李泳悠
The Schools Sports Federation of Hong Kong, China Inter-School Swimming Competition 2025-2026 (Division 2)	Girls B Grde 200m Free Style Champion Girls B Grde 200m Individual Medley 1st Runner-up 3C Ding Tian 丁天 Girls A Grde 50m Butterfly 2nd Runner-up 5A Lee Wing Yau 李泳悠 Girls C Grde 50m Back Stroke 2nd Runner-up 1B Fong Yen En 方言恩 Girls A Grde 50m Back Stroke 2nd Runner-up 6C Kam Peony Mo Cheuk 甘慕芍 Girls A Grade Overall 1st Runner-up 4B Foo Sing Ching 傅星晴 4B Sin Cheuk Tung 冼芍瞳 4C Chan Sin Ying 陳禧盈 5A Lee Wing Yau 李泳悠 5A Wong Hei Yan Hannah 黃希恩 5C Yip Hei Yau 葉熙柔 6B Cheng Hau Yee Chole 鄭巧儀 6B Lau Kar Kei 劉嘉淇 6C Fan Coco Ho Ching 樊可程 6C Kam Peony Mo Cheuk 甘慕芍 6D Fung Tsz Ching Christy 馮籽晴 6D Kong Hui Ching 江栩靖 6D Lee Sum Yin 李芯賢

	Girls A Gride 4x50m Medley Relay 2nd Runner-up 4B Sin Cheuk Tung 冼芍瞳 5A Lee Wing Yau 李泳悠 6C Kam Peony Mo Cheuk 甘慕芍 6D Kong Hui Ching 江栩靖 Girls B Gride 4x50m Medley Relay 2nd Runner-up 3C Ding Tian 丁天 4A Poon Sui Yi Zoe 潘瑞怡 4C Chan Yan Ki 陳恩祈 4D Zhang Qiaoruo 張巧若
Tolo Harbour Swimming Training Association Annual Swimming Championships 2025	50m Freestyle Kick Board Champion 4C Chan Hau Kiu 陳巧翹 200m Breast Stroke 1st Runner-up 4A Poon Sui Yi Zoe 潘瑞怡 50m Back Stroke 1st Runner-up 4C Chan Yan Ki 陳恩祈 4x50m Medley Relay 2nd Runner-up 4A Poon Sui Yi Zoe 潘瑞怡 4C Chan Yan Ki 陳恩祈 4C Fong Tsit Tong Anson 方婕同 4D Wong Yung Ching Charmaine 黃雍晴
Tai Po Life-saving Club Tai Po Lifesaving Competition	Women's Team Overall Championship 2B Chu Pui Yan Emma 朱霽恩 2C Kong Hui Man 江栩文 2C Yu Ngo Ching 余璈澄 2D Lee Ngoi Cing Cherette 李璈澄 2D Li Yakeer 李雅可兒 3C Sung Yui Chi Lexie 宋睿知 3D Wong Nga Yau 黃雅柔 4A Leung Ching Tung 梁靖彤 4A Poon Sui Yi Zoe 潘瑞怡 4B Foo Sing Ching 傅星晴 4C Chan Hau Kiu 陳巧翹 4C Chan Sin Ying 陳禧盈 4C Chan Yan Ki 陳恩祈 4C Fong Tsit Tong Anson 方婕同 4D Leung Lok Yan 梁樂欣 4D Wong Yung Ching Charmaine 黃雍晴 5A Wong Hei Yan Hannah 黃希恩 5C Yip Hei Yau 葉熙柔

Community Service		
愛德循環運動 『那次義工服務感動了我』徵文比賽	Champion 1A Sin Chung Yiu	單頌堯
灣仔區道路安全運動委員會「灣仔區短視頻邀請賽」	中學組冠軍 2B Lau Hiu To 2B Tan wai Kei 2C Wong Chung Yee	劉曉陶 鄧韋棋 黃頌懿
教育局公益少年團 灣仔區「主題活動比賽 - 服務社區」	金獎 CYC members	
教育局公益少年團-	傑出團員 - 韓國首爾交流團 5A Tang Po Yee	鄧寶兒
Hong Kong Girl Guides Association Outstanding Girl Guides Award 2026	Outstanding Girl Guide Award 5C Chan Yin Wing	陳彥穎
UNESCO Hong Kong Association The 14th ESD Learning Programme 2025/26	Sustainable Development Youth Leaders Award (Secondary Division - Overall Champion), Outstanding Presentation Award (Secondary Division – Gender Equality and Girls’ Rights) 3B Ng Nok Hei 3C Ng Nok Ka 5A Syeda Nimra Imran 5C Ip Sum Pui 5D Chung Yung Yung 5D Leung Yan Kiu 5D Poon Yu Ching 5D Tong Ying Lok	伍諾晞 伍諾嘉 葉芯蓓 鍾融融 梁昕蕎 潘予晴 湯凝樂
HKGGA 2026 灣仔定向	冠軍 5C Chan Yin Wing 5C Chiu Sophia 亞軍 5C Li Hoi Yiu 5D Choi Wing Laam	陳彥穎 趙葶恩 李暉榕 蔡詠嵐
學友社 全港中學學生會嘉許計劃 25/26	傑出學生會 可持續發展活動計劃嘉許大獎 精神健康活動計劃嘉許大獎 Committee of the 78th Student Union	

Hongkong Electric Company (香港電燈) 港燈綠得開心計劃	最傑出「綠得開心大使」 4A Pun Lok Tung 潘樂潼 4D Tam Heung Ching 譚向晴
Hong Kong Red Cross World Red Cross Day - Raffle Ticket Sales	Second Place Youth Unit 42
Hong Kong Red Cross (Wan Chai District) Youth Nursing Competition 護理比賽	Second Place 3B Choi Yan 蔡忻 3B Chung Cheuk Lok Charisse 鍾卓羣 3B Yeung Tsz Yan 楊子欣 3C Chan Ting Yeung 陳錠揚
Hong Kong Red Cross (Hong Kong Island Division) Youth Drill Competition (步操比賽)	Third Place 2A Wong Oi Ching 王靄晴 2B Ngai Ji Ching 魏子晴 2C Leung Hoi Ching 梁凱晴 2C Mak Wing Kiu 麥穎翹 2D Lee Ngoi Cing Cherette 李皚澄 2D Luo Ching Man 羅晴文 3A Wong Yuet Ning 黃玥甯 3B Choi Yan 蔡忻 3C Chan Ting Yeung 陳錠揚 *Best Assistant Commander 4A Hui Yee Tsun 許伊蓁 4A Lee Hei Yin 李晞妍 4A Leung Wing Laam Elise 梁穎嵐 5D Chan Tsz Yau Charisse 陳芋攸
Awards for Young People (AYP)	Green Bird Badge 119 S1 students Bronze Award 25 S2 – S4 students Silver Award 4C Chan Yan Ki 陳恩祈 4D Wong Yung Ching 黃雍晴