



香港真光書院
Hong Kong True Light College

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School Mission

In pursuance of Jesus Christ's sacrificial love, True Light has been devoted to women's education in over a century with the objectives of offering Christian education and a balanced education in the realms of morality, intellectuality, sociality, aesthetics, physical and spiritual development. We emphasize the importance of creativity, innovation, self-sacrifice, concern for others and the pursuit of excellence, in addition to upholding the spirit of the school motto "Thou art the light of the world". We are striving for achieving our common goals of fostering whole-person development of our students, and guiding them to learn to serve one another as well as the community at large.

School Information

Supervisor / Chairman of School Management Committee	Ms. Kwan Suet Ming		
Principal (with Qualifications / Experiences)	Ms. Law Chor Wan (Bachelor of Arts, Diploma in Education, Master of Arts)		
School Type	Aided	Student Gender	Girls
School Motto	Thou Art the Light of the World		
Name of Sponsoring Body	The True Light Middle School of Hong Kong School Management Board		
Area Occupied by the School	About 7711 Sq. M	Religion	Protestantism / Christianity
Parent-Teacher Association	Yes	Past Students' Association / School Alumni Association	Yes
Incorporated Management Committee	Established	Percentage of School Supervisor and Managers / Chairperson and Members of School Management Committee (SMC) of Government Schools Fulfilling the Training Targets	
4Rs Mental Health Charter	Yes	Whole School Health Programme	Pledged School

Teaching Staff Information (Including School Head) in the 2025/2026 School Year

Number of Teaching Posts in the Approved Establishment	56
Total Number of Teachers in the School	66
Qualifications and Professional Training (% of Teaching Staff)	
Had Received Teacher Training	68%
Bachelor Degree	52%
Master / Doctorate Degree or above	48%
Special Education Training	52%
Years of Experience (% of Teaching Staff)	
0 - 4 Years	5 - 9 Years
32%	18%
>= 10 Years	
50%	

Subjects Offered in the 2025/2026 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Chinese History, Citizenship, Economics and Society, Bible Studies, Physical Education, Life Education, Geography (S.3), History (S.3)
	English as the Medium of Instruction	English Language, STEAM, Science (S.1 & S.2), Life and Society (S.1 & S.2), Language across curriculum (S.1 & S.2), Science & Technology (S.3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics*, Computer Literacy (S.1 & S.2), Music, Visual Arts, Home Economics, Geography (S.1 & S.2), History (S.1 & S.2)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese language, Citizenship and Social Development, Chinese History, History, Geography, Health Management and Social Care, Visual Arts, Bible Studies, Physical Education, Life Education
	English as the Medium of Instruction	English Language, Physics, Biology, Information and Communication Technology, Business, Accounting and Financial Studies, Economics, Mathematics (Extended Part Module 1)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Chemistry

* Subjects with extended learning activities (ELA) in English

Subjects to be Offered in the 2026/2027 School Year

S.1 - S.3	Chinese as the Medium of Instruction	Chinese Language, Putonghua, Chinese History, Citizenship, Economics and Society, Bible Studies, Physical Education, Life Education, Geography (S.3), History (S.3)
	English as the Medium of Instruction	English Language, STEAM, Science (S.1 & S.2), Life and Society (S.1 & S.2), Language across curriculum (S.1 & S.2), Science & Technology (S.3)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics*, Computer Literacy (S.1 & S.2), Music, Visual Arts, Home Economics, Geography (S.1 & S.2), History (S.1 & S.2)
S.4 - S.6	Chinese as the Medium of Instruction	Chinese language, Citizenship and Social Development, Chinese History, History, Geography, Health Management and Social Care, Visual Arts, Religion Studies, Physical Education, Life Education
	English as the Medium of Instruction	English Language, Physics, Biology, Information and Communication Technology, Business, Accounting and Financial Studies, Economics, Mathematics (Extended Part Module 1)
	Adopt a Different Medium of Instruction by Class or by Group / School-based Curriculum	Mathematics, Chemistry

* Subjects with extended learning activities (ELA) in English

Class Structure & Chargeable Fees (2025/2026)

	S1	S2	S3	S4	S5	S6
No. of Classes	4	4	4	4	4	4
School Fee	-	-	-	-	-	-
Tong Fai	-	-	-	\$370	\$370	\$370
Parent-Teacher Association Fee	\$80					
Student Union / Association Fee	\$10					
Approved Charges for Non-standard Items	\$470 Expenditure on non-standard items					
Other Charges / Fees	.					

Remarks

For senior secondary levels, 4 classes are split into 5 classes.

S.1 Admission, Orientation Activities & Healthy School Life

Secondary One Admission

Our school will accept discretionary places. Our school will participate in the Secondary School Places Allocation System through central allocation stage (Applicable for admission to S.1 in September 2026).

Academic result and EDB rank order: 60%

Interview: 30%

Extra-curricular Activities Performance and Awards: 10%

Orientation Activities and Healthy Life

An English bridging day camp for Form 1 students will be hosted by native English teachers to enhance students' basic conversational skills and English drama techniques. Bridging courses in Chinese, English, Mathematics, Integrated Science, Values Education, and Learning Strategies will be provided for new Form 1 students. The orientation day allows parents, students, and teachers to gather together, helping new students and their families adapt to this new phase. Senior students will mentor Form 1 classmates.

The school places great importance on students' healthy growth, with all students staying for lunch and participating in the Department of Health's 'Whole School Health Programme.' A lunch box supplier provides 'healthy meals' and donates fruits. Health information is distributed to students via the intranet. Arrangements are made for students to visit the Department of Health for physical check-ups and to receive flu vaccinations at school. A 'Health Week' will be organized, featuring various activities to enhance students' awareness of holistic health.

School Characteristics
School Management
School's Major Concerns: Strive for Knowledge Wholeness for Life
School Management Organisation: The School Sponsoring Body has deployed additional resources to employ Assistant Vice-principal, Chinese teacher, English teachers, NET teacher, religious master and social worker in order to provide our students with quality education. In addition, the school uses other fundings to employ additional teachers, assistant teachers and teaching assistants in various subjects.
Incorporated Management Committee / School Management Committee / Management Committee: Our School Sponsoring Body comprises members serving at business, insurance, education, social welfare, legal and engineering sectors of Hong Kong.
School Green Policy: Participate in the 'Feed-in Tariff (FiT)' program to make good use of the installed renewable energy systems and promote environmental education on campus. Additionally, participate in the energy efficiency monitoring organized by the Electrical and Mechanical Services Department to encourage students to use energy effectively. Recycling bins are set up on campus to help students develop recycling habits and raise environmental awareness.
Learning and Teaching Plan
Whole-school Language Policy: There are four classes in each of S.1 to S.3. Some classes adopt English as the medium of instruction, while the other classes adopt both Chinese and English as the medium of instruction. All S.1 and S.2 students use English as the medium of instructions in Science and STEAM in order to enhance students' English proficiency. In our school, the education policy of "bilingual and trilingualism" has long been strongly emphasized. English split-class teaching is adopted in Secondary 1 to Secondary 6 classes. Chinese and Maths split-class teaching is adopted in S.1 to S.3 classes. Bridging courses are offered for S.3 to S.4 students to help them to adapt to the change of medium of instruction in learning. For senior secondary levels, 4 classes in each of S.4 to S.6 are split into 5 classes in order to enhance teacher-student interaction and language learning.
Learning and Teaching Strategies: According to EDB's focus inspection report, our school has nurtured students' good characters and positive learning attitude through both the formal and informal curricula. Moreover, our school has provided students with various activities to encourage them to think from different perspectives, thus building up their positive views on life and values. The report also points out that the goals of our school curriculum are clear, focusing on fostering students' all-round development. The English focus inspection report by the EDB shows that our school has put a large amount of resources, especially human resources, in English Language teaching. Our school principal has been passionate about the key learning area of English Language Education. Our school attaches great importance to students' English Language learning. The School Sponsoring Body has employed an additional English consultant and Native English teachers, and English split-class teaching is implemented in all levels. The passing percentage of Chinese Language and English Language in 2025 Hong Kong Diploma of Secondary Education Examination were about 99% and 98% which is higher than the average passing percentage of Hong Kong. There were 12 subjects with passing rates higher than 90%. Furthermore, there were 7 subjects with the percentage of Level 4 or above higher than that of Hong Kong day school students. The percentage of students entering the JUPAS bachelor degree programme is higher than the territory-wide level and the value-added results of four core subjects, best five subjects and several elective subjects are higher than the Hong Kong average. Our school has further utilized additional funding for group teaching in some core subjects and most of the elective subjects in Secondary 4, 5 and 6. This has substantially increased the teacher-student ratio and the interaction between teachers and students. More frequent feedbacks during lessons can be achieved so as to improve teaching effectiveness.
School-based Curriculum: 1. Electives: 2X and 3X. Our school offers 12 elective subjects in senior secondary. Additionally, students can take Applied Learning and Category C Other Languages (such as Japanese and Korean) based on their needs, allowing for individualized course selection. 2. Curriculum highlights: The English department conducts a comprehensive review of English courses at all levels. Group teaching is implemented in junior secondary, along with bridging between junior and senior secondary curricula. The Citizenship and Social Development, Science, and STEAM subjects collaborate during common planning sessions to discuss teaching content and review student learning outcomes. The Chinese department uses group teaching for Form 1 to Form 3 students. The Mathematics department also employs group teaching for Form 1 to Form 3 to accommodate diverse learning needs and enhance self-directed learning abilities. Our school participates in the Quality Education Fund's Electronic Learning School Support Program, receiving funding to provide tablets for students in need to support electronic learning at home.
Major Renewed Emphases in the School Curriculum: The school is committed to implementing gifted programs, including Set Theory, to enhance students' observation, expression, and integration skills. Activities include mathematics project classes for Form 1 and after-school enrichment courses. A Latin class is offered to help students better grasp English, science, biology, and medical vocabulary. The school performs well in moral education and civic education. Regular classes on value education are held, covering the cultivation of various values, and a special task force has been established to promote national education and Chinese culture. To align with curriculum reform, the school is keen to prioritize key initiatives such as STEAM, incorporating STEAM into formal classes. In response to new trends in university admissions, the school offers a broader range of courses for students. In addition to the standard Category A elective subjects, the school also provides extracurricular courses in physical education, music, and Other Languages to meet the diverse developmental needs of students.
Life Planning Education: Our school has established a Career Guidance and Employment Committee to promote career planning education at all levels. This includes personal counseling sessions conducted by social workers from the YMCA for students from Form 3 to Form 6 across different levels.
Student Support
Whole School Approach to Catering for Learner Diversity: In order to expand students' learning experience outside the classroom and help them identify their personal goals in life, the school has arranged different programmes to cater for students' needs, including Experiential Learning Day, Exchange Programmes, Voluntary Service, University Visit, Professional Talk, Workplace Experience Plan, Mentorship Programme and Leadership Training Camp. Through discussions on current social issues, National education is effectively promoted. Students are groomed to establish comprehensive value educations. Students from different backgrounds are therefore effectively catered for. Split classes are practised in English, Chinese and Mathematics lessons from S.1-S.3.
Whole School Approach to Integrated Education: Our school adopts a "whole school approach" model to implement integrated education. We establish a learning support team, members include vice-principals, SENCO, SENST, school social workers and the educational psychologist to cater for students with special educational needs. We also arrange teachers to receive integration education training to enhance their professional competence. Our school makes a flexible use of the Learning Support Grant and other school, which includes hiring teaching assistants to provide students with appropriate after-school support and social skill training, and outsourced speech therapy services for students in need. We also cater for students' learning diversity and improve their learning outcomes through diversified teaching strategies. Our school joins the "Student Mental Health Support Scheme", and also works closely with school-based educational psychologists to conduct regular student assessments and meetings, and invite parents to participate in individual meetings to design concrete and feasible support programs for students. Our school is committed to building an inclusive culture.
Education Support for Non-Chinese Speaking (NCS) Students: Our school provides additional support for NCS students to facilitate their learning of Chinese: providing after-school support programmes in learning Chinese; appointing additional teacher(s)/teaching assistant(s) to support NCS students' learning of Chinese; arranging intensive Chinese learning and teaching mode(s), e.g. pull-out learning if necessary, split-class/group learning, etc.; developing school-based Chinese Language curriculum and/or adapting learning and teaching materials; organising activities to create an inclusive learning environment in the school; and hiring additional manpower and/or translation/interpretation services to facilitate the communication with parents of NCS students.
Measures to Provide Adaptation for Learning and Assessment: Assessment for learning is for the purpose of consolidating learning and enhancing their proactive pursuit of knowledge and spirit of inquiry. Hence, various forms of continuous assessment of a formative nature have been adopted to better reflect and monitor students' learning situation over time.

Home-School Co-operation and School Ethos**Home-School Co-operation:**

School-parent cooperation is highly treasured. The PTA engages in organizing a wide range of voluntary work and actively takes part in major school functions in order to tie in with the objective of the setting up of PTA. Parents highly appreciate school effort in cultivating students' values and multi abilities. A PTA Scholarship was established for students who attained outstanding grades in conduct. Our school has also got the sponsorship from QEF to set up the Parents Resources Centre.

School Ethos:

Discipline and counseling work are put on equal footing in our school. To assist students to improve their academic results and exercise self-discipline, teachers are devoted to providing help and guidance to students in both pastoral and academic matters. Students are engaged enthusiastically in school affairs and activities and show a sense of belonging to our school. The teachers, students and parents of the school are enthusiastic about community service and practice the school motto of "Thou art the Light of the world".

Future Development**School Development Plan:**

Major Concern 1: Strive for Knowledge

Academic and Curriculum Innovation

The school enhances collaboration and exchange with various schools, offering a more diverse range of courses to cultivate students' global perspectives.

Major Concern 2: Wholeness for Life

Upholding Christian Values

As a school under a Christian educational organization, True Light Middle School may continue to emphasize character education, fostering students' sense of moral responsibility and empathy through religious activities, service learning, and community engagement.

Mental Health Support

In response to the increasing pressure faced by students today, the school may strengthen counseling services and establish more mental health resources to help students cope with academic and personal challenges.

Teacher Professional Training and Development:

Focus Inspection pointed out that the school values teacher professional training and development in relation to the school concerns. Peer observation is encouraged.

School visits to the Taiwan and Mainland are arranged to encourage educational exchange among teachers.

Life-wide Learning (Including Five Essential Learning Experiences to be Provided through Key Learning Areas, Extra-curricular Activities, Co-curricular Activities, etc.)

True Light girls have always put up outstanding performances in external activities. By the end of June 2024, a total of 671 awards were obtained by our students, including 55 championships, 50 first runners-up, 45 second runners-up, 20 third runners-up, 126 merits as well as certificates of awards and medals, and 375 other awards. The awards include the Gold Award in the Youth B Category of the 2024 Monet International Art Award, the 13th University Literature Young Writers Award, the first place in the Girls' Team Overall Championship in the Inter-school Archery Competition (Kowloon and Hong Kong Region), the Silver Award in the Secondary Level of the 17th English Radio Drama Competition, the Sir David Trench Fund for Outstanding Secondary School Students Award, the 2024 Hong Kong Island Top Ten Outstanding Students Award, the 2024 Southern District Outstanding Youth and Junior Commendation Scheme, and the Outstanding Member Award of the 2024-25 Community Youth Club.

School Facilities**Number of Classroom(s): 30****School Facilities:**

Air-conditioners, computers and projectors are installed in all classrooms and the school hall. A performing arts theatre is newly developed in 2019. A new library, learning commons and 30 newly renovated classrooms are developed in 2020. A new multi-purpose room is developed in 2021. The Home-Economic Room has been completely renovated in 2023. The new biological research laboratory established in the 2025 academic year.

Our premises houses a Computer-Assisted Learning Centre, a multi-medium Learning Centre, a School Archives and a multi-Purpose Room, a Student Activity Centre, a Gymnasium, an Orchestra Practice Room, a Student Union Room, a Prefects' Room as well as various conference and interview rooms for students to enjoy a better learning environment. There is an all-weather running track, a sandpit, a multi-purpose training area for tennis, softball and volleyball practices together with a piece of grass plot for field events training.

Facility(ies) for Supporting Students with Special Educational Needs:

Accessible lift and Accessible toilet.

Others

An "Integrated Sports Training Centre" provides varied sports facilities for our students, which includes a multi-purpose basketball court, an archery field, an all-weather running track, a sandpit, a multi-purpose training area for tennis, softball and volleyball practice together with a piece of grass plot for field events training. With the additional resources granted by the School Management Board, it constitutes a much more ideal learning environment for our students.

Direct Public Transportation to School

Lei Tung MTR station Exit A2 or B

Bus: 91 , 94A , 97 , 97A , 98 , 99 , 171 , 671 , 90 , 90B , 95 , 95C , 590 , 590A , 592 , 595

MiniBus: 39C , 39M