

Kowloon True Light School

School Report 2017-2018



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1. OUR SCHOOL

1.1 School Brief History, Motto, Vision and Mission

History

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

Motto

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

Vision

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

Mission

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

Theme of the Year 2017-2018

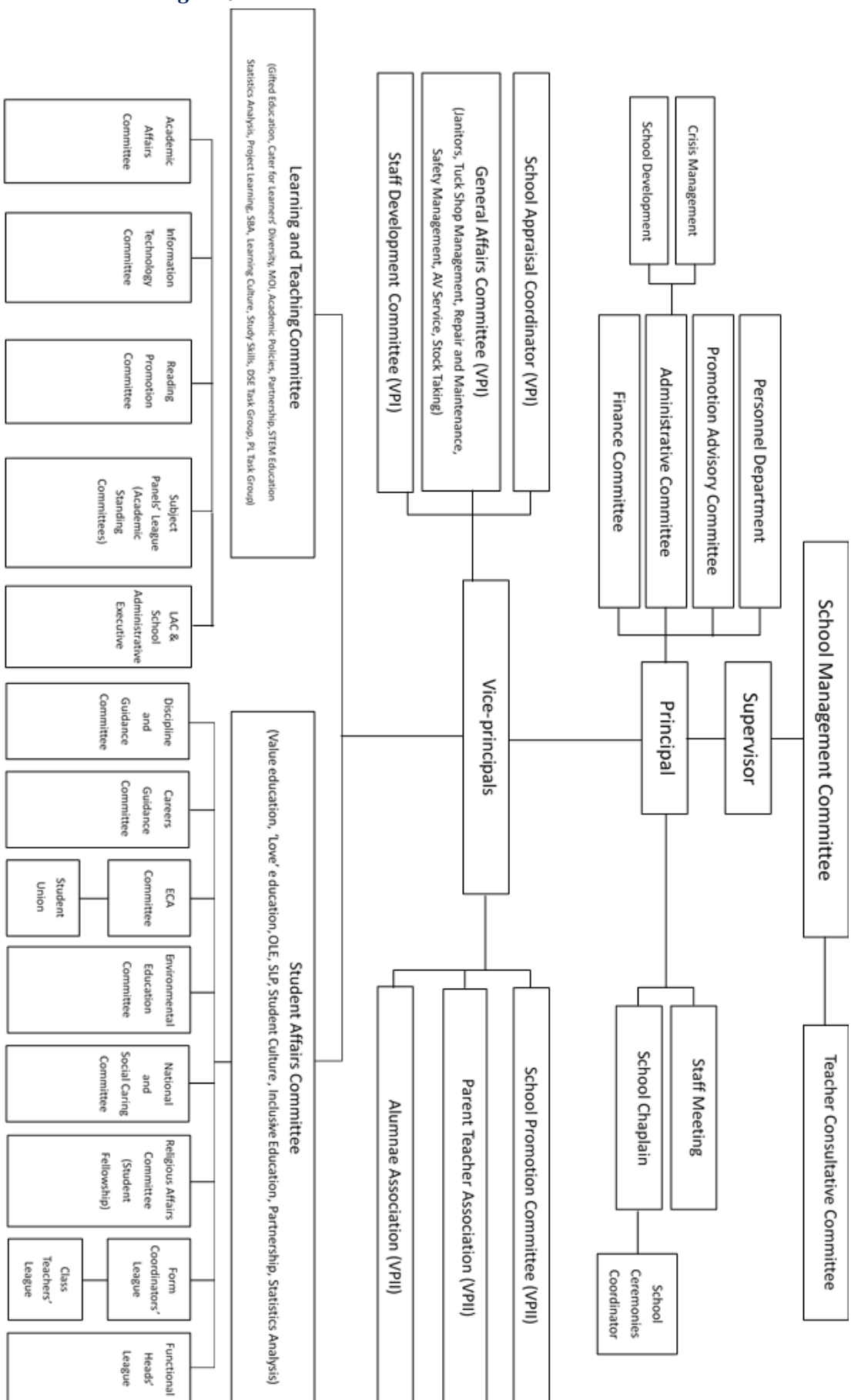
"Optimism Leads to Power"

1.2 Incorporated Management Committee

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

The composition of the IMC	Number of Representatives of Managers
Sponsoring Body Manager	13
Sponsoring Body Alternate Manager	1
Principal Ex-officio Manager	1
Teacher Manager	1
Teacher Alternate Manager	1
Parent Manager	1
Parent Alternate Manager	1
Alumni Manager	1
Independent Manager	3

1.3 School Organization Structure 2017-2018



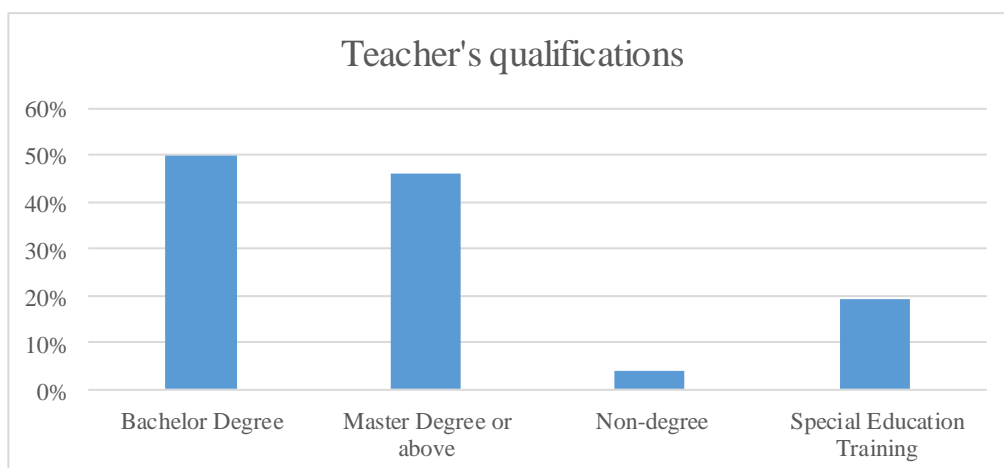
1.4 Staff Profile

● Number of Staff

Post	No.
Teaching Staff (including the principal)	55
Clerical Staff	8
Teaching Assistant	1
Laboratory Technicians	2
IT Assistant	1
School Social Workers	2
Educational Psychologist	1
Janitors	8

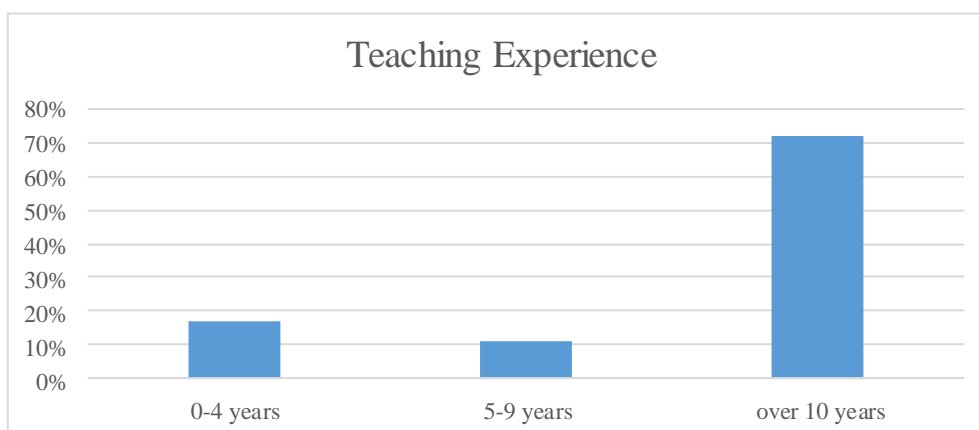
● Teachers' qualifications

Qualifications	Bachelor Degree	Master Degree or above	Non-degree	With Teacher's Training	Special Education Training
Percentage	50%	46%	4%	100%	19%



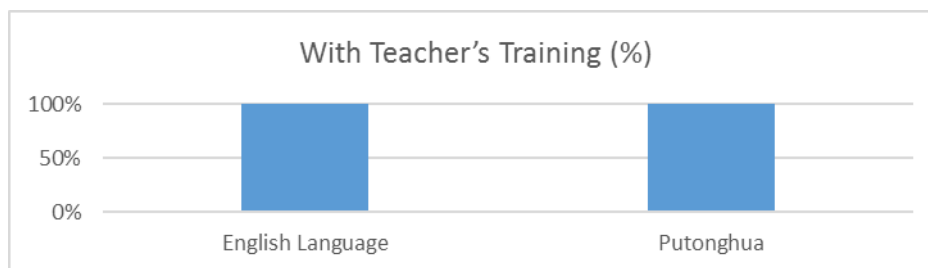
● Teachers' experience

Teaching Experience	0-4 years	5-9 years	over 10 years
Number	9	6	39
Percentage	17%	11%	72%



- Teachers with the Language Proficiency Requirement

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



1.5 Professional Development of Teachers

Continuing Professional Development (CPD) hours of teachers#	
Total CPD hours of teachers	2715.6 hrs
Average CPD hours of teachers	52.2 hrs

1.6 Staff Development Programmes 2017-18

- There are 6 main categories of staff development programmes at KTL, namely 'Staff Personal Growth', 'Team Building', 'Learning and Teaching', 'Student Support', 'External Relationship' and 'Leadership and Management'.
- The foci of teaching policy in 2012-17: (1) EMI (2) Thinking Skills(3)Enquiry Learning (4) IT in education (2014-17)
- Other optional development foci: (1)Cater for learner diversity(2) Classroom Assessment(3) Quality Feedback(4) Lead-in Strategy and / or Consolidation Tasks(5) Cooperative/ Collaborative Learning, Student Participation and/or Mode of Interaction(6) Self Learning Strategies(7) Reflective Learner and Metacognition(8) Curriculum Planning and Alignment

Main Category	Programme	Remarks
Team Building	Staff retreat - School Supervisor Rev. Wu, Rev. Cheung and staff from CCC were invited to host workshops where the staffs from the Secondary, Primary and Kindergarten Sections attended.	
Staff Personal Growth	New Staff Induction Program and Mentorship Scheme - Principal Lee, Ms. Ho Yuk Ling, Ms. Lee Yuk Lin, Mr. Cheung Pak Ki, Ms. Tang Mei Yee and Ms. Leung Ching Wan were mentors of new teachers. - Lunch gatherings 'God at Work' for new teaching staff members were organized in order to provide our new teachers with spiritual support and pastoral care.	Gatherings were arranged regularly over the year.

	<p>Seminar / Workshop</p> <ul style="list-style-type: none"> - Teachers joined the program “Dialogue in the Dark”, where they gained insights into issues such as positive thinking, experiential learning and cross-curricular collaboration. Teachers also gained knowledge about the operation of social enterprises in Hong Kong. It was believed to be an insightful experience when it comes to student counselling and planning for students’ affective development. 	<p>Related to Major Concern 1: CLD Major Concern 3: PLC</p>
Learning and Teaching	<p>Seminar / Workshop</p> <ul style="list-style-type: none"> - Principal Lee gave a sharing titled “From Teachers’ Development to Changes”, followed by a sharing session hosted by the LS Panel Head, Mr. Ng about lesson study. - Teachers paid a visit to the Science Park so as to gain insights into STEM teaching. - Two seminars on “Global vision” (Speaker: Mr. Jacky Fung - Hong Kong Policy Research Institute) and “Gifted Education” (Guest speaker: Dr. Fung Tsz Ho, Eric - Head of Research Division The Hong Kong Academy for Gifted Education) were held. 	<p>Related to Major Concern 1: CLD, leading to the Major Concern 3 of 2018-19: Mini-lesson study</p> <p>Related to Major Concern 1: CLD</p>
	<p>Peer observation</p> <ul style="list-style-type: none"> - An “Open Classroom Day” was organized by the LS Panel to professors from Kyoto University, Japan. - An “Open Classroom Day” was organized by the English, LS and Geography Panels to teachers from Saint Joseph Bangna School, Thailand. - English teachers and teachers of IS and History conducted peer lesson observations focusing on the use of English as a medium of instruction and CLD strategies. 	
	<p>Professional Learning Community (PLC)</p> <ul style="list-style-type: none"> - PLC meetings were held to discuss pedagogical issues. Themes included “Graphic Organiser”, “Effective Marking, Feedback and Follow-up Strategies” and “Positive Thinking”. Our Principal, PLC members and new teachers were invited to join the gathering. 	<p>Related to Major Concern 1,3</p>
	<p>Professional Lesson Session (PLS)</p> <ul style="list-style-type: none"> - Guidelines on PLS were given to all teachers. Panel Heads of core subjects drafted a PL plan before the term began. Each session focused on subject-based pedagogies, students’ performance evaluation and follow-up strategies. 	
	<p>Assignment Inspection and Lesson Observation for new teachers</p> <ul style="list-style-type: none"> - Extended support for new teachers based on lesson observation in October was offered by mentors for identifying strengths and weaknesses at an early stage. 	

	<p>Assignment Inspection, Lesson Observation and Post Observation Conference</p> <ul style="list-style-type: none"> - Teachers were appraised in terms of teaching, marking and learning materials design qualities. 	Principal, VPs and Panel Heads concerned are involved.
	<p>Individual Meeting with the Principal</p> <ul style="list-style-type: none"> - Opinions collected are to be used for future planning or refinement of school policies. 	
Student Support	<p>Seminar / Workshop:</p> <ul style="list-style-type: none"> - A fitness workshop and a seminar on student counselling, which was titled “Identifying and Handling Crisis in Students” were conducted. 	
	<p>Individual Teacher’s Professional Development Programme</p> <ul style="list-style-type: none"> - Two teachers took the courses regarding Special Education Needs in the Polytechnic University of Hong Kong in April and May respectively. 	
Professional Exchanges with Various Parties	<p>Exchange Programs</p> <ul style="list-style-type: none"> - In order to enhance the bridging between the Primary and Secondary Sections, the Principal, Vice Principals, Panel Heads of Chinese, English and Mathematics, and the Career Master had a meeting with Principal Pang and the respective Panel Heads of the Primary Section, who introduced the school-based materials in senior primary of KTL. - As a follow-up, the Chinese, English, Mathematics Panel Heads and the STEM teacher from the Secondary Section were speakers of another sharing session between the two Sections. The theme of the meeting was the design of curriculum in junior secondary of KTL. - Scholars from Kyoto University, Japan visited our school. Lesson observation and activities about civic education were conducted. - Teachers of the Chinese, English, Mathematics and LS panels from Ma On Shan Tsung Tsin Secondary School paid a visit to our school and had professional dialogues with our teachers. - In collaboration with the MOI Support Team from the Polytechnic University of Hong Kong, a programme on catering for learners’ diversity in EMI classrooms was organized with six teachers as core members. 	Sharing and professional seminars among teachers

Leadership and Management	<u>Chinese Language</u> <ul style="list-style-type: none"> - QEF officer visited our school and observed a S2 Chinese lesson and had professional dialogues with our Chinese teachers regarding the implementation of e-Learning. The concerted effort from our staff was highly appreciated. - An expert teacher from Anhui under the Mainland-Hong Kong Teachers Exchange & Collaboration Programme stationed in our school for a year conducting teaching-related meetings and lesson observations. 	
	<u>English Language</u> <ul style="list-style-type: none"> - In June, Panel Head Mr. Cheung was invited by QEF to share the experience of our “Meet to Write” project with potential QEF applicants. - Focus inspection on the English Panel was conducted. After days of lesson observations, interviews and document vetting, the inspection team showed their appreciation for KTL’s English learning and teaching and provided valuable feedback for improvement. 	
	<u>Mathematics</u> <ul style="list-style-type: none"> - The Mathematics panel participated in the Seed Project organized by the CDI (EDB). Apart from designing and implementing lessons, the Panel Head and subject teachers were also invited to speak at a sharing session, of which the theme was “Exploration and Development of Effective Strategies for Promoting and Implementing STEM Education in Secondary Mathematics” - Part II”. 	
	<u>Liberal Studies</u> <ul style="list-style-type: none"> - The LS panel joined the school-based support program organized by CDI. LS teachers joined the professional teaching community and two meetings titled “Enhancing the effectiveness of teaching and learning by formative assessment” and “Workshop on lesson co-planning”. - The Panel Head and subject teachers actively engaged in lesson observations and post-lesson conferences so as to refine the curriculum. Moreover, the Panel Head also gave a talk on “Peer observation and feedback to enhance classroom dynamics” in the CDI anniversary sharing session. 	
	<u>Cross-curricular arrangement</u> <ul style="list-style-type: none"> - Teachers were encouraged to make good use of professional sharing sessions when organizing co-curricular projects, such as the collaboration among S1 Chinese, Chinese history, LS and Humanities on a project about Kowloon Walled City; the collaboration among S2 English, Integrated Science and Home Economics on a project about food science; the collaboration between S2 Science and Visual Arts on STEAM Education; the collaboration between S3 English and History, which focused on LAC. 	

2 OUR LEARNING AND TEACHING

2.1 Number of school days in the academic year

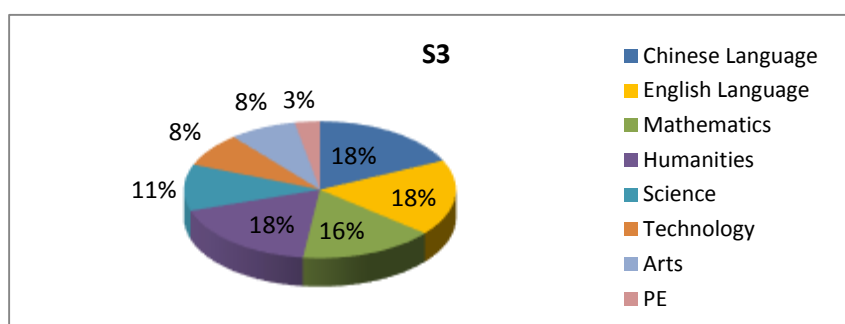
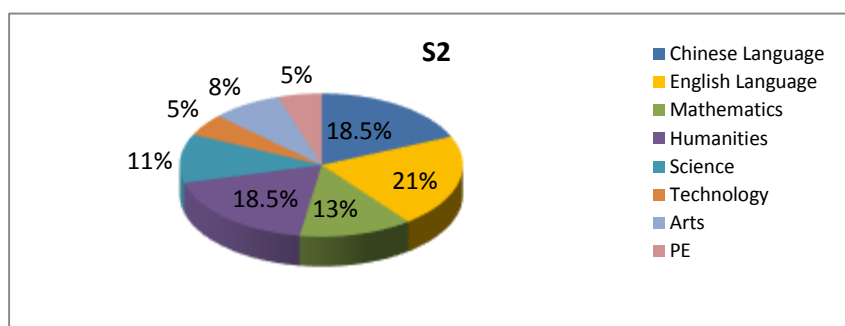
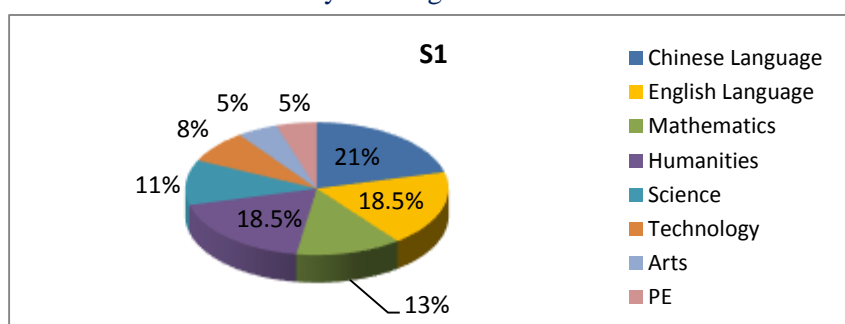
Number of school days in 2017-2018	
Number of days with normal lessons	191 days
Number of days with learning activities for whole school or junior forms.	9 days
Number of days for uniform tests & examinations	30 days

2.2 Student Population

Student Population 2017-2018	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	5	25
Number of students	120	108	115	115	112	105	675

2.3 Our curriculum

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



Besides the normal lessons in the timetables, we have Multiple Intelligences courses, morning assemblies and school assemblies, fellowships, form and class activities, arts and sports activities and services, etc.

2.4 Subjects Offered

The formal curriculum offered by the school in the 2017-2018 is listed below:

<i>Subject</i>	<i>S.1</i>	<i>S.2</i>	<i>S.3</i>	<i>S.4</i>	<i>S.5</i>	<i>S.6</i>
Chinese Language Education						
● Chinese Language	▲	▲	▲	▲	▲	▲
● Chinese Literature				△	△	△
● Putonghua	▲	▲	▲			
English Language Education						
● English Language	▲	▲	▲	▲	▲	▲
● English Literature						△
Mathematics Education						
● Mathematics	▲	▲	▲	▲	▲	▲
● Mathematics M1				△	△	△
Personal, Social & Humanities Education						
● Liberal Studies	▲	▲	▲	▲	▲	▲
● Geography	▲	▲	▲	△	△	△
● History	▲	▲	▲	△	△	△
● Economics				△	△	△
● Chinese History	▲	▲	▲	△	△	△
● Business, Accounting and Financial Studies				△	△	△
● Religious Studies	▲	▲	▲	▲	▲	▲
Science Education						
● Integrated Science	▲	▲				
● Physics			▲	△	△	△
● Chemistry			▲	△	△	△
● Biology			▲	△	△	△
Technology Education						
● Computer Literacy	▲	▲	▲			
● Information Computer & Technology				△	△	△
● Home Economics	▲	▲	▲			
● Physical Education	▲	▲	▲	▲	▲	▲
Arts Education						
● Music	▲	▲	▲	▲	▲	▲
● Visual Arts	▲	▲	▲	△	△	△

▲ compulsory subjects △electives

2.5 Medium of Instruction and Policy

MOI Policy

- Starting from the year 2010, in each junior form, our school offers Integrated Science and Geography in English in all 4 classes and Mathematics, History, Computer Literacy and Home Economics in English in 3 classes.
- Designated groups in each junior form has Chinese Language taught in Putonghua.
- When S1 moves on to senior secondary level (SS1), all classes have all subjects (except L.S., V.A. and Chinese related subjects) taught in English for the Hong Kong Diploma of Secondary Education.

<div>Class</div>	A	B	C	D
S1 to S3	Students learn Integrated Science and Geography in English Students learn Chinese in Cantonese	Students learn Integrated Science, Geography, Mathematics, History, Computer and Home Economics in English		
		The top 2 groups of Chinese Language learn Chinese in Putonghua The other 2 groups of Chinese Language learn Chinese in Cantonese		
S4 to S6	E.M.I. (Except Chinese History, Chinese Literature, V.A., History(C.M.I.), Chinese Language and Liberal Studies)			

- To equip students to learn well with English as the medium of instruction, the following measures were taken. (Please refer to Chapter 4 for more details)
 1. Implementing “Reading across Curriculum” so as to encourage extended reading in all E.M.I. subjects, each of which developed a book list for students to select books and share them in the “Monthly Reading Club” coordinated by the English Department
 2. Collaborating with the Hong Kong Polytechnic University, which provided school-based support for enhancing learning and teaching effectiveness in E.M.I. subjects
 3. Making it a school policy that each student should keep a vocabulary book to record English words and the respective forms, meanings and sample sentences from all E.M.I. subjects
 4. Deploying an experienced SGM English teacher as the LAC Coordinator and School Administrative Executive to oversee the implementation of M.O.I policies
 5. Devising E.M.I. plans to ensure effective learning, teaching and assessment
 6. Embedding a school-based Pre S1 Summer Bridging Course in the Fun World of Learning Programme to enable newcomers to learn in an E.M.I. secondary school
 7. Including “Content and Language Integrated Learning” in S1 curriculum to facilitate effective learning in E.M.I. subjects
 8. Providing Saturday remedial classes for junior secondary C.M.I. classes to cater for their language needs
 9. Enriching the E.M.I. learning environment at school and beyond school with various activities like English Speaking Days (collaboration with E.M.I. subjects), English Week, Multiple Intelligences English Courses, Drama Club, Debate Club and Summer Study Tour to the U.K. and Canada

2.6 Cross-curricular Learning

The following measures were taken to promote leaning across subjects in all levels:

1. Setting the theme of teaching and learning as “Integrated Knowledge through Proactive Learning” as the theme of LTC to encourage students to apply knowledge and skills in various disciplines to different learning tasks.
2. Adopting an e-learning platform offering articles related to various disciplines for subject panels to promote extended learning
3. Running “Page to Stage” in S1, which is a collaboration between English, Music, Home Economics and Art, producing a musical as a featured event in the S1 Form Association Inauguration Ceremony
4. Making it a school policy for subjects to collaborate in cross-curricular projects and modules

2.7 Catering for Learner Diversity (Please refer to Chapter 4 for more details)

1. Developing a talent pool where students' giftedness in various aspects such as languages, mathematics, science, music, and leadership are identified and recognized
2. Streaming students into groups according to subject abilities in Chinese Language and English Language in Junior Secondary
3. Offering opportunities of off-campus competitions and courses offered by HKAGE and tertiary institutes for higher achievers to further develop their strengths
4. Supporting students through various extended learning such as Saturday tutorial class in English and, School-based After-school Learning and Support Programmes Community-based Projects (CBP), and tiered extended lessons in Senior Secondary.

2.8 Languages

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

Chinese Language

1. Extending the online Chinese learning platform sponsored by QEF for the second year
2. Conducting a Chinese Culture Week where students learnt about myriads of craft and practice of the Chinese tradition
3. Nurturing students' writing skills through both local and outbound excursions where they learnt to appreciate literature works, studied historical backgrounds and underwent well-planned training

English Language

1. Implementing the "Meet to Write" Project sponsored by QEF where students learnt about journalistic writing, interviewed 10 female role models of various fields and compiled their articles into a book
2. Organizing a wide range of activities in debating, drama, improvised drama, and language arts to provide students platforms to hone their language skills and strengthen confidence
3. Introducing "View to Views" in S4 and S5, which is a collaboration with the Liberal Studies Panel, for students to express their opinions of high complexity and authenticity after viewing multi-modal texts of different sources

Others

1. Conducting a beginner's course in French with the School of Continuing and Professional Studies, CUHK and True Light Girls' College

2.9 STEM

1. Organizing a STEM study tour to Japan (a collaboration of Mathematics, Physics, and ICT) to learn about the country's development in this field
2. Building a solar car through the "New Energy New Generation" event
3. Running a food science project as a cross-curricular project in S2 where students explored how science comes into play in different food products

2.10 Humanities

1. Organizing various visits for students to learn from first-hand experience, including the LegCo Complex, Kowloon Walled City Park, City Gallery, South East New Territories Landfill, etc.
2. Encouraging students to participate in numerous contests to develop entrepreneurship
3. Providing students platforms to developing logical thinking and critical thinking through various forums, including Model United Nations, Model Legislative Council and Joint-School Youth Forum

3 SUPPORT FOR STUDENT DEVELOPMENT

Student Support and School Ethos

In 2017-18, our Theme of the Year was “OPTIMISM LEADS TO POWER”. We aimed at developing students’ positive attitudes when facing obstacles. Besides striving hard in the academic area, our school has been endeavoring to foster whole-person development and instil proper values among students. Students have been encouraged to take part in various activities to attain all-round development according to their own attributes so that they can be capable of life-long learning, be innovative and adaptable to changes. Various function teams made concerted efforts in nurturing our students to become valued members of our society. After one year, many teachers observed that many students showed positive feedback towards this theme.

3.1 Nurturing Programme

Different posters about positive thinking, including a new acronym, CAPE of FRUIT, to enhance the KTL core values, are displayed around the school. Every class designed a class motto and decorated their classroom with it as the theme. Many classes designed and made their class T-shirts or jackets, which were worn on some school days or competitions, to develop their class spirit. Students also gave support to one another by displaying some encouraging posters in classrooms. Class teachers held individual and group counselling sessions with students in “Buzzing Time” when students and teachers shared their views and feelings over different matters, creating a harmonious atmosphere that facilitated learning and teaching.

All form coordinators organised their respective form assemblies or sister-form assemblies with special focus on positive education. For instance, S2 and S4 students showed their thankfulness by sending thank-you letters to their primary school teachers and parents respectively. S6 students were guided to write a letter of gratitude to their subject teachers so as to give thanks for their love and care in the whole secondary school life.

‘Optimism’ was the theme of the ‘Living with Wisdom Seminar’ series, assemblies and morning assemblies to cultivate students’ positive thinking.

Apart from this, students were also provided with different opportunities to voice their opinions to the school leaders about school policies in “Form Sharing Sessions” and “Letters to the Principal”.

The highlight in our nurturing programme was Students’ Learning Support Programme. Not only did it focus on students’ academic performance, but it also dealt with their learning attitude. Each student was assigned one teacher as the counsellor who showed their concern and offered advice. Students who needed further support were assigned in the Tier-2 Programme where regular meetings as to how they could improve took place.

To welcome our new S1 students, a Pre-S1 Bridging Course, Fun World of Learning, was organized in summer, and we were honoured to have Mr Kevin Yeung Yun-hung, JP, Secretary for Education as our guest. Led by Mr Yeung, every S1 student wrote their pledges on star-shaped cards and put their handprints on a splendid poster to mark the beginning of their secondary school life.

Other school-based activities were equally important in developing a loving and caring culture and students’ sense of belonging to school. This year, the S1 girls staged a musical entitled *Camelot*, in their Form Council Inauguration Ceremony, while S6 girls had a terrific graduation show followed by a remarkable lantern parade on their graduation evening. Their performance won high commendation from the guests, alumnae and their parents. These will also become their precious memories even years after graduation in their life for them to gain

positive power.

With the support from QEF, NGOs, CENTUM Charitas Foundation and the professional help from HKU “Developing students’ Positive Attitudes and Core Values” Project, we ran the S1 Personal Growth Camp, a school-based “True Light Bearer” (TLB) Course, S1 and S5 TLB Camp and S1 to S3 Life Education Experiential activities. Also, there were different experiential activities for students in junior forms. S1 and S2 students visited “Dialogue in the Dark” and “Life Journey Centre” respectively. S1 students were able to see how the blind face their hardship with a positive belief while the S2 students had a deep reflection towards their life attitude and learnt how to show care to the elderly. S3 students watched a thought-provoking film called “The Way We Dance” in the Hong Kong Arts Centre. They were encouraged to work hard for their dreams, even they may face lot of failure during the process. These activities could also help students strengthen their learning skills, character building and positive qualities.

To widen our students’ global perspective, we continued to bring in exchange students from different parts of the world. Under the AFS Intercultural Exchange Programme, a student from Italy joined us as a full time student for a year. This opportunity not only sharpened our students’ language skills, but also enabled them to see the world in a different light. Such exchange activities were valued by both teachers and students. Our students were also provided with lots of opportunities to meet students of different cultural backgrounds through off-shore experiences. Study tours to England and Canada were organized in the summer holiday to broaden students’ horizons and to enhance their ability to communicate with foreigners.

3.2 *Whole-school Approach to Guidance & Discipline and Health Education*

Our school launched comprehensive remedial and developmental programmes to facilitate students’ personal growth. The Discipline and Guidance Committee implemented different measures to promote a proactive life among students. For example, the Prefect Training Workshop and Leadership Training Day equipped prefects with skills to perform their duties and enhance their leadership skills. The Prefects’ Broad helped organize various school events and activities in which their potentials were further stretched. The students learned more about themselves through participating in school events including S1 Admission Information Day, S1 Personal Growth Camp and many other school events. They became more confident with the realization that they could do much good to the school and the community. It was also hoped that the prefects could develop a positive attitude towards embracing challenges in the future.

Besides, close connections with other teachers and departments was also maintained when dealing with individual student’s discipline and counselling cases. The DGC will work in this direction to provide stronger support in individual counselling to cater for students’ needs.

Moreover, the DGC coordinated health education which was provided to students through the formal curriculum in different subjects including PE, Home Economics and Biology. There were also activities such as Joyful Fruits Day to raise their awareness to the importance of healthy diets.

3.3 *Spiritual Development*

Our school attaches great importance to spiritual nourishment. We have various spiritual groups and activities, such as “Christian Fellowship”, “Hymn Singing Fellowship”, “Bible Study Group”, “Gospel Week” and “Gospel Camp” etc. Regular morning and school assemblies including prayers, hymns, sermons, musicals and talks are held too. The School

Worship Team has been established for a few years and they have been given opportunities in the morning assemblies to spread the gospel through hymn sharing on various occasions. Students understand they could gain positive energy from God to face the challenges and adversities.

We have abundant evangelistic activities not only for students, but also for new teachers. This year a series of God at Work seminars was held for all new teachers. New teachers have learnt how to put faith in God when handling different challenges in positive ways through the 6 meetings.

In order to spread God's love to parents, help them appreciate God's intention and equip them with knowledge and skills for nurturing a loving and caring atmosphere at home, a Parents Education Institute, supported by a Christian church 長老堂, has been set up to provide parents with a self-learning platform. Through lectures and interactive teaching, with theories, practice and experiential learning, the participants, who attended regularly, could uplift their parenting skills with a solid education foundation provided by KTL.

3.4 *Life Planning Education*

As an integral part of our holistic school curriculum, life planning education and career guidance support the whole-person development and life-long learning of students. Apart from the regular career-related activities for different forms such as career and life planning workshops for S1 and S2 students, as well as subject selection talks for S3 students and parents, we also organized a small-group counselling programme for S3 students to enable them to make informed choices on subject selection. Moreover, we organized talks, visits and workshops which helped meet the needs of S4-6 students in further studies and careers. In order to strengthen career exploration and encourage the involvement of alumnae to support career guidance in our school, we invited over 50 alumnae to join the mentorship programme to share their career and life experiences with our S6 students. Also, we held "Chicken Soup for DSE Fighters" and "High Table Tea" to strengthen S6 students' goal-setting skills, emotional quotient, adversity quotient and positive attitude. They became both physically and mentally fit for any life challenges.

Attributed to the strategic JUPAS counselling, together with NGO counsellors, teachers and students' concerted efforts, JUPAS offers this year reached up to nearly 80%. Many of our students received offers from prestigious universities, including HKU, CUHK, UST, Peiking University and Tsing Hua University. As for other graduates, information about different pathways was provided in different workshops, enabling other students to further their studies by taking sub-degree or overseas degree courses. With advanced technological devices like online platforms, apps and school-based programmes, students were well equipped and informed to make sensible choices.

3.5 *Talent Development*

We emphasize all-round development of students by encouraging them to take part in many dynamic activities. In our ECA and MI programmes, we offer different courses according to their own attributes so that they are capable of life-long learning, critical and exploratory thinking, innovating and adapting to change. Thus, after studying in our school for 6 years, our students can excel in many different areas.

Students were provided numerous platforms to develop their aesthetic sense. To celebrate our 146th Anniversary, all S1 girls performed in the musical "Camelot" to showcase their English competence and artistic talents. Our students impressed the audience with their rendition of songs, choreography and flawless collaboration with one another. The Drama Team also collaborated with Ying Wa College and staged a play of high calibre in the Joint School Drama Night. To strengthen students' knowledge in talents in music and widen their horizon,

we organized a music tour to Shanghai. It was truly an eye-opening experience. As for arts, students set up booth at “Blossoming Art – CCC Centennial Anniversary Joint School Art Exhibition”, introducing their pieces to visitors including Mr Kevin Yeung Yun-hung, JP, Secretary for Education.

Our school also provides students with numerous types of sports training and students have received remarkable results in different sports competitions. This year was a successful year for our sports team. Our students won medals in the events of the Hong Kong Schools Sports Federation HK Island and Kowloon Secondary Schools Inter-school Competitions including Fencing, Cross Country, Taekwondo, Basketball and also the Wing Lung Archery Cup. One of our True Light girls was selected as the representative of the Hong Kong Softball Team to participate in Jakarta Palembang 2018 Asian Games. She is the youngest member of that team, which is also our greatest pride.

Students were provided platforms to develop their critical thinking and eloquence. Our English Debate Team had remarkable achievements this year. With diligence and motivation, our young debaters performed very well in various matches. Two of our debate team members were invited to join the Global Tourism Summit Cum International Debating Competition held in Hawaii. It was a fruitful and rewarding experience for all participants.

3.6 National and Civic Education

To develop a sense of belonging to Hong Kong and China, and to nurture students to become loving, caring and responsible citizens, a series of meaningful and rewarding activities were organized by the National and Social Caring Committee.

All S3 students went on a two-day excursion to Zhongshan and Dongguan in December, visiting museums and studying two Chinese historical figures, Dr Sun Yat-sen and Mr Lin Ze-xu.

Apart from this, students learned to offer help to the underprivileged within and beyond Hong Kong. A service scheme for S3 and S4 has been organized for years to promote the moral values of serving others and to enhance their communication and collaboration skills. After the training, S3 students visited different elderly centres while S4 served at kindergartens. Through “True Light Institute for the Elderly”, with the help of HKYWCA social workers, the students had the opportunity to help the elderly learn about several computer programmes and dancing. Through these experiences, the students understood more about the difficulties these beneficiary groups faced. Thus, inter-generational harmony was enhanced.

In the tour to Hezhou, students served as tutors teaching English or painting walls in some rural villages. After this experiential learning, they understood the culture and the needs of the underprivileged in rural areas. Our students also joined the Youth Exchange Program to Xian and the Tencent Youth Camp to the Greater Bay Area. They received a precious opportunity to experience modern China.

Moreover, through the Sister School Scheme, we organized exchange tours to Guangzhou True Light School and Hangzhou Bao Chu Ta Experiential School. Students forged a strong bond with their mainland China counterparts.

This year, our students excelled in the 9th National High School Students Leadership Competition in China, which took place in July 2018, showcasing the successful outcomes of their social project which focuses on elderly care. They were able to make engaging presentations in front of a large number of elite students from all over China.

The highlight this year ought to be the Joint-school Youth Forum, as part of the Justice Education Project. It was a great success as the activity could raise students' awareness and deepen their understanding of Hong Kong's Basic Law. It also helped develop the students' abilities of critical reasoning on social justice.

3.7 *Environmental Education*

Through various activities, we raised students' cognitive awareness towards environmental protection. To maintain a sustainable environment for future generations, students must develop green habits, and be responsible resource-consumers at home and at school.

Three students won the Outstanding Student Environmental Protection Ambassador Award in appreciation of their promoting environmental education in school. Through a series of activities including Environmental Week, booth games, interactive drama, plant potting and visits to Electric City, students understood how to help save our planet by adjusting some of our habits. Other inspiring schemes such as One Person-One Flower and Eating Green Day were equally important to encourage students to live a green life.

The highlight of environmental education this year is the Eco Cultural Tour to Taiwan. Twenty students took part in the trip and visited an array of nature sites, environmental protection facilities and revitalized historical buildings. After the visits, the students had a deeper understanding in environmental protection.

3.8 *SEN*

As in the last few years, a whole-school approach was adopted to cater for the diverse special needs of students. Coordinated by the Student Affairs Committee and assisted by the DGC, School Social Worker, Educational Psychologist and all teachers, various group activities were organized for SEN students. Individual learning plans were mapped out for some. Supported by qualified teachers with SEN training and given extra time in their examinations, they gained confidence in coping with the learning environment at school.

3.9 *Financial Support*

About 100 students with financial difficulties received subsidies from "The Hong Kong Jockey Club Life-wide Learning Fund", "Shiu Wai Ming Learning Fund" and the newly set "Going The Extra Mile Outbound Trip Scholarship". They could join various activities such as overseas excursions and the Summer English courses with much needed subsidies. A few students could enjoy free lunch meals and 26 students could receive an E-class subsidy ranging from \$500 to \$1500 at the beginning of the school term. (For financial reports of the above programmes, please refer to 6.2 School-based After-School Learning and Support Programmes, P.46.)

4. STUDENT PERFORMANCE

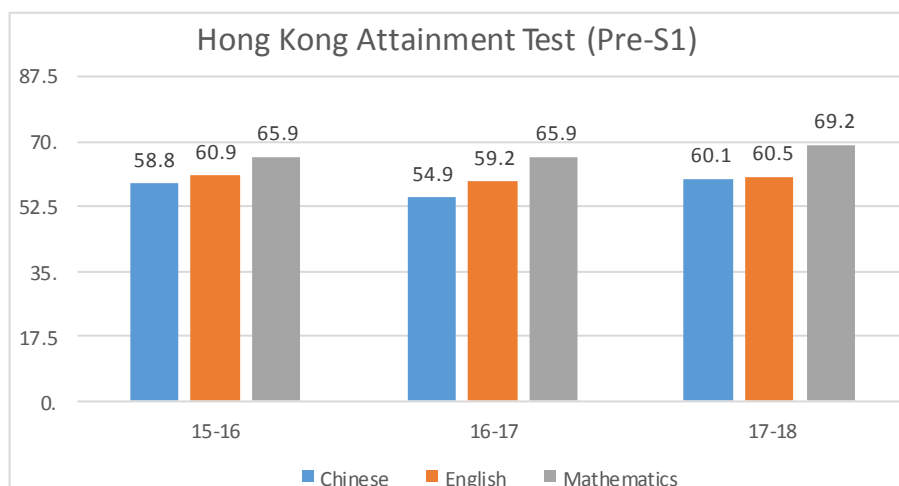
4.1. Students' Attendance (whole school year)

2017-2018	Percentage
S1	98%
S2	96.1%
S3	97.1%
S4	95.4%
S5	92.2%
S6	90.2%
Average	94.8%

4.2. Hong Kong Attainment Test (Pre-S1)

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

Year	Chinese score	English score	Mathematics score
15-16	58.8	60.9	65.9
16-17	54.9	59.2	65.9
17-18	60.1	60.5	69.2

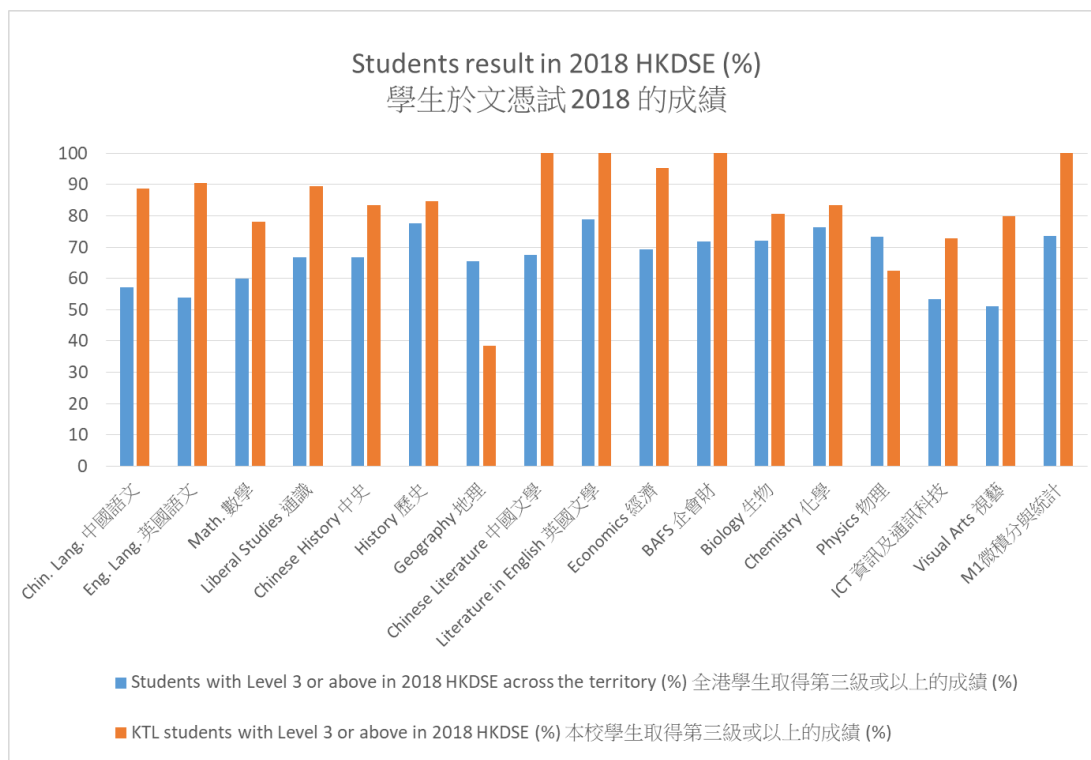


4.3 Results in HKDSE

A total of 105 students sat the 2018 HKDSE. In 11 subjects, including all the four core subjects and 7 electives, the percentages of our students achieving Level 4 or above were higher than the Hong Kong average. Of these 11 subjects, more than half of our students scored Level 4 or above in 7 of them including the two languages. The most commendable result went to Chinese Language, with one-fifth of our students attaining Level 5 or above.

Overall, the percentage of students attaining the minimum requirement for university admission (33222) was nearly 80% while the Hong Kong average was 37.2%. The performance in the four core subjects is very gratifying with 88.6% and 90.5% awarded level 3 or above in Chinese Language and English Language respectively, which are much higher than that of Hong Kong on average as the averages were 55.4% for the former and 52.3% for the latter. 78.1% and 89.5% were awarded level 3 or above in Mathematics and Liberal Studies respectively when the respective Hong Kong averages were 59.5% and 65.9% in these two subjects.

The top student, CHIU SUI KI, scored 40 points in seven subjects including Physics, Chemistry and Biology.

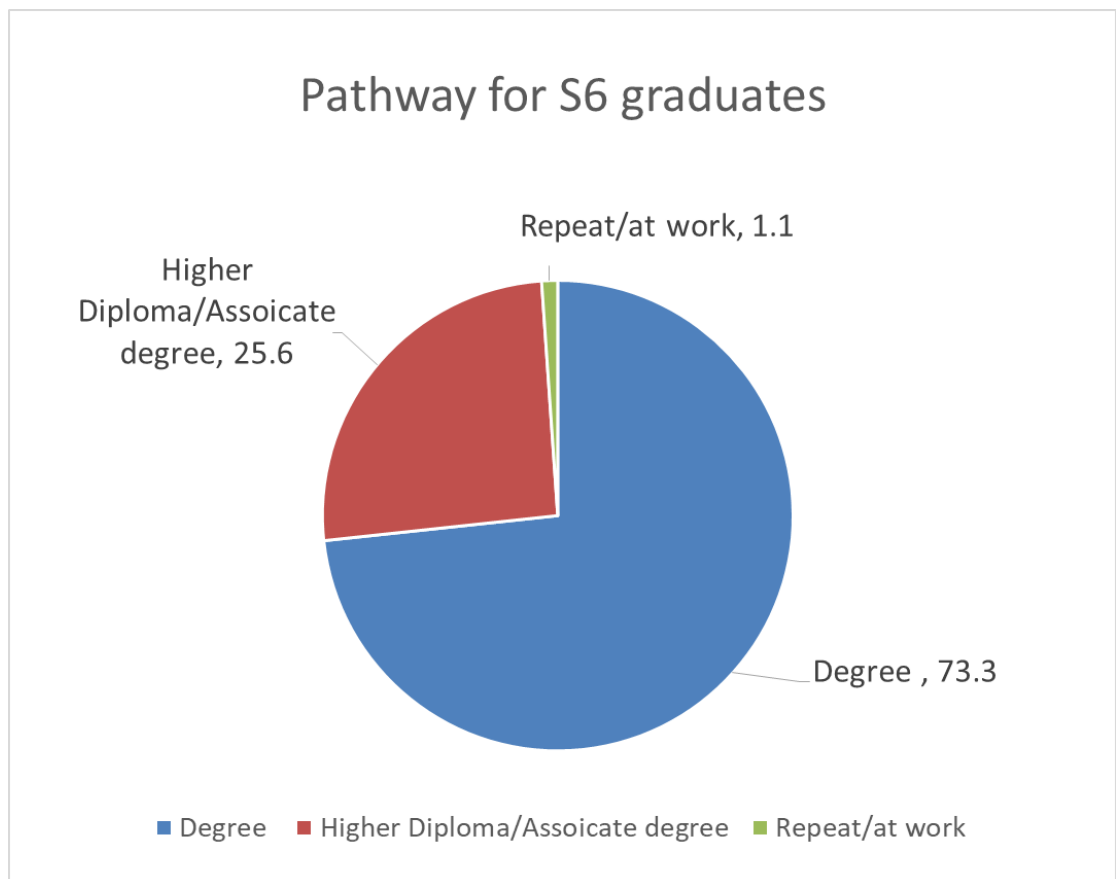


While we are celebrating our students' HKDSE successes, we are determined to work with assiduity and perseverance to reach new heights and break new records.

4.4 Pathways of Graduates

Among these 105 students, about 78% of them were offered Joint University Programmes Admission Systems (JUPAS) degree places including Bachelor of Business Administration, Bachelor of Science and Bachelor of Arts in The University of Hong Kong; Integrated Bachelor of Business Administration, Bachelor of Arts in English and Bachelor of Social Science in Cultural Management in The Chinese University of Hong Kong; Bachelor of Science in the Hong Kong University of Science and Technology. Among graduates who opted for studying in the prestigious universities in the mainland or overseas, one pursue her studies in Peking University and one in Tsinghua University.

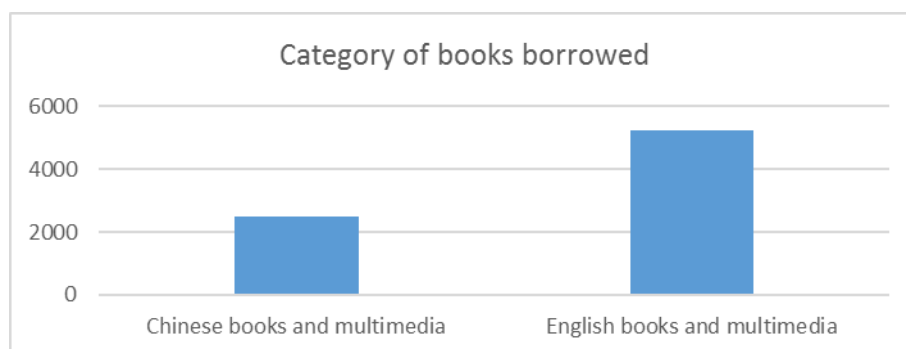
With overseas university offers counted, a total of around 75% of our students were offered degree places, with the other 25% studying Associate Degree and Higher Diploma courses.



4.5 Students' Reading Habit

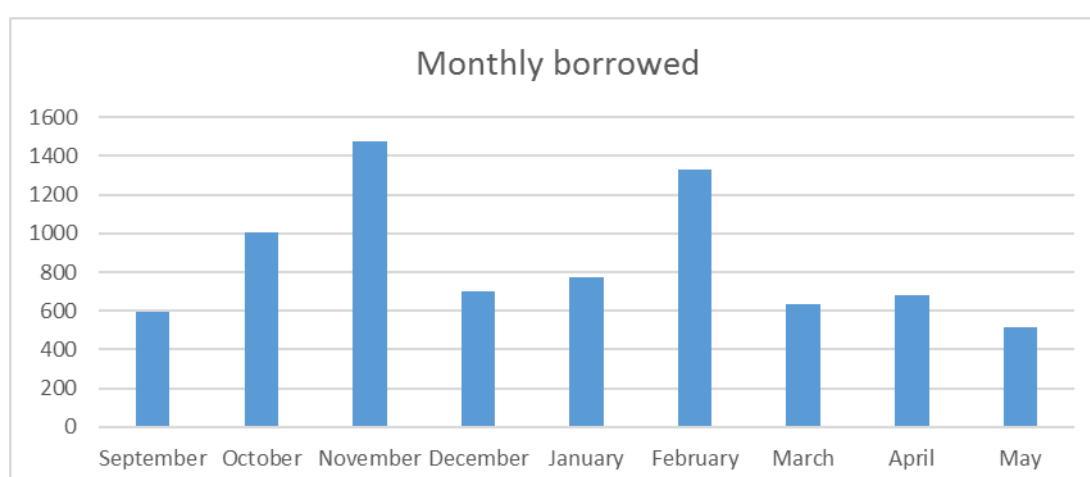
- Number of books borrowed (Year)

Category	2017-2018
Chinese books and multimedia	2481
English books and multimedia	5233



- Monthly borrowed amount

Month	2017-2018
September	598
October	1008
November	1479
December	701
January	773
February	1332
March	633
April	681
May	516



4.6 Achievements and Awards 2017-2018

Events	Awardees	Results
Academic		
第 69 屆香港學校朗誦節		
粵語詩詞獨誦	一信關懷恩	冠軍
粵語詩詞獨誦	一信麥睿琦	亞軍
粵語詩詞獨誦	二光梁臻詠	優異
粵語宗教朗誦	一信關懷恩	冠軍
普通話詩詞獨誦	五真溫艷媛	冠軍
普通話詩詞獨誦	二光梁臻詠	亞軍
普通話詩詞獨誦	一信關懷恩	冠軍
普通話散文獨誦	一信關懷恩	亞軍
普通話散文獨誦	四理章慧妍	冠軍
二人朗誦	二光李煦沂	季軍
二人朗誦	二光蔡惠瑤	季軍
香港教育大學第四屆中華傳統文化精粹演講盃比賽	一信關懷恩	亞軍
	五真李敏彤	優異
文藝散文即席揮毫大賽	四真郭錚妍	冠軍
「第 29 屆中學生好書龍虎榜」讀後感寫作比賽	四真李世溫	亞軍
	四真黃詠芯	優異
	四理章慧妍	
	四光陳蔚晴	
第十二屆香港文學節「致青春」中文徵文比賽中學組	五真葉紫婷	優異
弘揚孝道文化聯合會「孝道達人」徵文比賽	五真葉紫婷	亞軍
全港青年學藝比賽大會 及 港島獅子會合辦之「全港青年作比賽」	五真葉紫婷	季軍
The 33 rd Sing Tao Inter-School Debating Competition	5E Yim Yin Chun 5A Fung Ka Lam 6E Yim Yin Chun 6A Fung Ka Lam	The Best Debater, The Best Interrogative Debater The Best Interrogative Debater
69th Hong Kong Schools Speech Festival		
Solo Prose Reading	5B Ho Wing In Vivian	1 st runner-up
Solo Verse Speaking	1D Mak Yui Ki	2 nd runner-up
Dramatic Duologue	4A So Yik Ying	2 nd runner-up
Dramatic Duologue	4A Ngan Sze Man	2 nd runner-up
Hong Kong Secondary School Debating Competition 2017-18 (Division 1, EMI Schools)	5A Lee Man Tung, 5A Li Kris, 5A Liu Ying Ho Vanessa	Semi-finals
	3D Wong Grace Dionne, Chiu Jamie Tsz Ching & Ching Lok Chee	1 st runner-up
	5A Kris Li, 3D Wong Grace Dionne	The Best Speaker
The 5 th CityU & SCMP Discovery & Innovation Debating Challenge	S5 Debate Team	Champion
HKPTU Debating Competition	5B Hung Pui Ying, Ho Wing In	Quarter Final

2017-18 (S5, EMI Schools)	Vivian & 5C Ho Nga Man	
St. Patrick's Cup organized by the Iris Embassy	S2 Debate Team	1 st runner-up
	2D Chung Yung Denise	The Best Debater
South China Morning Post Student of the Year Awards	5A Cheung Hau Man, Audrey	One of the contenders for the Student of the Year Awards (Linguist)
Dennis and Anne Beaver Foundation Bourse d'excellence Scholarship	4A Kwok Tsang Iu	Awardee
Harvard Book Prize	5A Yip Tsz Ting Christy	Champion
	5A Lau Ching Tim Claudia	1 st runner-up
	5B Ho Wing In Vivian	2 nd runner-up
Wofoo Millennium Entrepreneurship Programme (MEP XVIII)	5A Lee Ho Ting Crystal, 5A Liu Ying Ho Vanessa, 5A Au Sze Wai Stella, 5A Chung Hiu Ying Hannah	2 nd runner-up
	5C Au Yeung Nam Maki, 5C Cheung Wai Ying, 5C Cam Sin Ching, 5C Hung Yee Man Christy, 5C Ko Kit Yee, 5C Siu Lo Yiu	Merit
Generation 1104 Independent Enquiry Study (IES) Competition 2018	5A Fung Ka Lam, 5A Yuen Wai Sum, 5B Kung Ching Laam	The Best Presentation Award
Folk Story Youth Entrepreneurship Competition	4D Pang Ching Yee, 4D Mak Wai Kwan, 4B Pang Wun Chi Miffy, 4D Ng Yee Man, 3B Ho Cheuk Ting	2 nd runner-up
	5B Lam Wing Yan 5B Ng Ching Yi Niki 5B Leung Ka Wing 5B Wong Hoi Tung 5B Lee Lok Wing	Merit
Joint-school Youth Forum	Kowloon True Light School	Best Team Award
	5E Yim Yin Chun	Best Submission Award
	5A Lee Man Tung	Best Reply Award
"Teen Talk" organized by the Law Society of Hong Kong	5E Pak Siu Ling	Best Performance as Counsel
	5E Liu Nok Tung	Best Performance as Witness

Children's Council 2018	4A Lee Sai Ying	Elected as Children Councilor
Hong Kong Future Pioneers 2018	4A Wong Wing Sum	1st runner-up
遊學在中國 2018 全港學界照片徵集比賽	四信羅芷英	優異獎
Territory-wide Chinese History Studies Award	6A Lam Kwan Fong Sarah, 6A Wan Tsz Ki, 6C Wong Ching Man, 6C Wong Siu Yung	Merit
CLP Energy Innovation for Smart City Competition	4A Cheung Yee Ching 4A Pun Yuk Ting 4A Wong Wing Sum 4A Anna Conti	Merit
Fun Science Competition 2018	4A Chan Pui Ting	First prize
HKCC Business Excellence Contest 2017/18	S4 BAFS Students	Merit
2017-2018 HKICPA Accounting and Business Management Case Competition	S5 BAFS Students	Merit
Sports		
A.S. Watson Group HK Student Sports Awards	5D Tsang Ka Yi	Watson Best Athlete
True Light Middle School of Hong Kong Swimming Gala 4X50M Invitation Relay	3D Chiu Jamie Tsz Ching 4B Chan Hoi Ching 4C Li Yuet Sum 4D Ho Cheuk Yu	Champion of 4x50m Free Style Invitation Relay
Samsung 61th Festival of Sport – Hong Kong Secondary School Baseball Elite Championship 2018	Softball team	Women Senior 2nd Runner-up Overall 2nd Runner-up
	2C Cheung Ting Wai	MVP
HK Island & Kowloon Secondary Schools Inter-School Athletics Competition Division Three (Kowloon Two) Girls 2017-18	Athletic Team	Girls Overall 4th Runner-up
	5D Tsang Ka Yi	Grade A Javelin 2 nd Runner-up
	5A Lam Hei Yiu	Grade A 100m hurdle 2 nd Runner-up
	5E Leung Wing Ki	Grade A High Jump 3 rd Runner-Up
	5E Fung Yuen Yan	Grade A Shot put 3 rd Runner-Up
	4D Sin Mei Ka	Grade B Shot Put Champion
	3C Chan Tsz Yu	Grade B Long Jump 3 rd Runner-Up
	1D Yeung Lok Yi	Grade C High Jump 2 nd Runner-up
	1A Lo Wing Kiu	Grade C 1500m 3 rd Runner-Up
	2C Wu Ning Ga Lindy 1A Lo Wing Kiu 1C Wong Hei Yu 1D Yeung Lok Yi	Grade C 4X400m medley relay 3 rd Runner-Up

Wing Lung Archery Cup 2018	School Archery Team	Girl Senior team 1 st Runner-up Girl Junior team 3 rd runner-up
	2A Pang Ming San	Girl Junior Section 6 th place
	5B Kung Ching Laam	Girl Senior Section 5 th place
	5A Ip Nam	Girl Senior Section 7 th place
	5B Cheung Perfect Li Sheung	Girl Senior Section 8 th place
	5B Chan Ho Yan	Girl Senior Section 10 th place
Hong Kong Schools Sports Federation (HKSSF) 2018-2019 (Division 3 Kowloon 1, Girls' Team)	School Swimming Team	A Grade 3 rd Runner-up B Grade Champion Overall 2 nd Runner-up
	4D Ho Cheuk Yu	50M Freestyle 2 nd Runner-up 100M Freestyle 3 rd Runner-up
	3D Chiu Jamie Tsz Ching	100M Freestyle 1 st Runner Up 100M Breaststroke 1 st Runner Up
	4C Li Yuet Sum	50m Back Stroke Champion 50m Butterfly Champion
	6E Tse Po Pui 6E Ma Jasolin Ching Laam 4D Lo Man Ling 4D Ho Cheuk Yu	4x50m Medley Relay 3 rd Runner Up
	3D Cheng Wing Yan 3D Chiu Jamie Tsz Ching 4B Chan Hoi Ching 4C Li Yuet Sum	4x50m Free Style Relay Champion
Inter-school Basketball Competition 2017-18 Division One	Basketball Team	Grade A 5 th place Grade C 3 rd Runner Up
HKSSF Inter-school Athletics Competition (Division 3 Kowloon 2, Girls)	School Athletics Team	Girls 2 nd Runner Up
Inter-school Cross-country Competition 2017-18 Division Three (K2) Girls	Cross-country Team	Overall 2 nd Runner-up
	3B Tam Cheuk Kiu 3C Zalfah Liaqat Gul 3D Lau Hoi Yi 4D Wong Sin Ting 4D Sin Mei Ka	Girls Grade B 2 nd Runner Up

	1A Pang Yee Ting 1A Lo Wing Kiu 1A WONG Wai Chi 1C Lee Sum Yuet 1D Yeung Lok Yi 2D Wu Ning Ga Lindy	Girls Grade B 3 rd Runner Up
Inter-school Fencing Competition 2017-2018	1D Tang Chung Hei	Grade C Sabre 2 nd runner-up
Inter-school Softball Competition 2017-18 (Girls)	Softball Team	3 rd Runner Up
The 1st Hoh Fuk Tong Archery Cup	Archery Team	Girls Senior 1 st runner-up
	3A Yeung Wing Lam	Girls Senior 2 nd Runner Up
Secondary School and Tertiary Institution TKD Competition 2018 U13	2D Tam Hei Ching	1 st runner-up
	2C Leung Nga Wing	2 nd Runner Up
	1C Wong Yee Ching	2 nd Runner Up
Police Athletics Championship 2018 Legacy Project 4X100M Invitation Relay	5A Lam Hei Yiu 5D Tsang Ka Yi 5E Leung Wing Ki Alumni Yam King King	2nd Running-up
Art, Music and Creation		
70th Hong Kong Schools Music Festival - Vocal Solo-Foreign Language- Age 14 or under-Female Voice-Secondary School	2D Chung Yung Denise	Champion Mark 92 (Honours)
70th Hong Kong Schools Music Festival - Vocal Solo-Chinese Language- Age 14 or under-Female Voice-Secondary School	3C Yeung Cheuk Gi	1 st runner-up Mark 89
70th Hong Kong Schools Music Festival - Female Voice Duet – Age 19 or under – Secondary School	5A Keung Hau Yan, 5E Liu Nok Tung	2 nd runner-up Mark 86
The 22nd St Cecilia International Music Competition	3D Mok Man Chun	Piano Duet 1 st runner-up
2018 5th Hong Kong Asia-Pacific Youth Piano competition	5B Chan Lian	Grade 8 First Honour Award
2018 Hong Kong Children and Youth Piano Contest	1D Chang Lap Man Laurie	The Gold Award
The Joint School Music Competition 2018	School Orchestra	the Gold Award (Secondary Section), receiving a score of 90
Hong Kong School Drama Festival 2018	2D Tang Cheuk Lam	Award for Outstanding Performer
	4A Ngan Sze Man Tiffany	Award for Outstanding Performer
	4A Ngan Sze Man Tiffany	Award for Outstanding Performer
	Kowloon True Light School	Award for Outstanding Cooperation

	Kowloon True Light School	Award for Commendable Overall Performance
EMI School Drama Festival	4A Ngan Sze Man Tiffany	Outstanding performer
	Kowloon True Light School	Outstanding Creativity
Jockey Club Young Artists Development Programme 2017	5D Tai Hiu Ching	Awardee
Creative Cube Competition	5B Lam Wing Yan 5B Ng Ching Yi 5B Leung Ka Wing Victoria 5B Wong Hoi Tung 5B Lee Lok Wing	2 nd runner-up
Hong Kong Youth Visual Arts Competition	3B Chan Chor Kiu	1 st runner-up
The 3 rd 3D Stop Motion Competition	4A Tang Wing Ka 4C Chan Wai Ching 4D Lo Man Ling	Best Photography Award
“I Love Kowloon City” Lamppost Bunting Design Competition	4D Lo Man Ling 4C Lam Ho Sze 4D Chan Wai Ching	2 nd Runner Up Merit
Mask Design Contest (2017-2018) organized by The Society for AIDS Care	1B Chan Wing Ki 1B Lin Lina Lam 1B Mak Wing Kiu 1B Ting Tiffany Yi Ching 1C Cheung Yat Ching 1C Cheung Yui Kiu 1C Chiu Cheuk Nam 1C Pang Hiu Lam 1D Chang Lap Man Laurie 1D Liu Tsz Yee 1D Yeung Lok Yi 1B Chan Wing Ki 1C Chau Uen Ying	Merit
The 54th Schools Dance Festival	Chinese Dance Team	Highly Commended Award
Others		
Kowloon City District Outstanding Students Award	6A Szeto Wong Tan 3D Poon Lok Yan	Outstanding Students Award
Outstanding Student Leaders Award organized by the Hok Yau Club	5A Lee Man Tung	Outstanding Student Leaders
The 9th National High School Students Leadership Competition	The whole team	The first prize, The best video award, The Bauhinia Community Service Award
	2D Celia Fong 3D Katharine Wong	Best Conceptual Design Award
Mock Trial - Justice Education Project organized by The Society of Rehabilitation and Crime Prevention, Hong Kong	5B Lam Wing Yan	The best lawyer
	4A Chu Fei Yu Agnes 4B Wong Yuet Yee Katharine	The best witness

Outstanding Girl Guide Election 2018	5E Wan Hau Ming	Outstanding Girl Guide
Hong Kong Red Cross Best Service Theme Project 2016-2017	Red Cross Team	1 st runner up of West Kowloon Headquarter
Red Cross Outstanding Volunteer Awards	5C Chow Pui Man 4C Cheung Chung Man	Outstanding Volunteer Awards
Hong Kong Red Cross West Kowloon Division Youth Unit Award Scheme	5C Chow Pui Man 6C Tong Cheuk Lam	Youth Attainment Badge
	5C Chow Pui Man	Outstanding Red Cross member
Hong Kong Red Cross the 4th Youth Humanitarian Law Moot	5C Chow Pui Man	Champion
	5C Chow Pui Man	The best performing lawyer
The Student Environmental Protection Ambassador Scheme	5C Siu Lo Yiu	Gold medal
	5D Mak Wai Kiu	Silver medal
	5A Chan Kit Wai	Bronze medal
Star of the Year Award	5C Chow Pui Man	Community Service
Star of the Year Award	6A Lee Man Tung	Language
Star of the Year Award	3C Pong Yui Chi	Physical Education
Star of the Year Award	5D Tai Hiu Ching	Visual Arts

5. MAJOR CONCERNS

5.1 Achievements and Reflections for the year 2017– 2018

Major Concern 1: Optimizing CLD Strategies

Achievements

A. Betterment of curriculum and L & T policy for CLD consolidation and implementation

- Most panels have stated the expectation in thinking and language skills of students of different abilities in the schemes of work as well as in examination guidelines of different forms.
- Added emphasis on exploratory/ investigative, topical or problem-solving aspects can be seen in most subjects.
- In Chinese, English and Mathematics, an accelerated and advanced curriculum has been developed for high-achievers; a consolidation curriculum for students of lower ability has also been implemented as well.
- The streaming of English higher achievers in S3 has been effective. Learning and teaching effectiveness in terms of enhancement has seen remarkable improvement.
- Expected results of students of various abilities are clearly set in core subjects (S1 – S6) and all subjects in senior forms (S4- S6) as shown in assessment blueprints
- Distribution of easy, medium, and difficult questions in a paper is shown in the assessment blueprint. Certain designated assessment focal points can be used to evaluate whether students of high, medium, low levels have achieved their expected performance.
- From the lesson observation conducted from November to January, most teaching materials were designed according to the rationale of CLD. Some teachers managed to make use of graphic organizers in order that students could master the key ideas during class.
- Evaluation and follow-up of students' actual performance and the expected one have been taking place throughout the year in UTs and Exams. The analyses have been recorded in minutes, annual plans, assessment blueprints, and post-exam reports. In order to oversee the situation of all subjects, LTC have discussed with various panels to review students' performance and both enhancement and remedial strategies.
- Students promoted to S6 in the previous academic year were well supported. Panels analysed their Exam 2 result thoroughly with reference to the CLD performance before developing strategies for DSE preparation such as post-exam lessons and supplementary lessons in summer holiday. Studying tips regarding study plans were also offered by LTC and CGC.

B. Strengthening extended learning

- Enrichment projects have been developed in each subject, including competitions, training for the gifted, or exploratory / problem-solving / creative courses
- Remedial lessons have been conducted for lower achievers making use of non-teaching hours such as the bi-weekly English remedial class and the Saturday English remedial class for 1A, 2A and 3A.
- Summer remedial revision class took place in the previous summer holiday. This year an element of counseling was incorporated into the course. With the concerted effort of social workers and subject teachers, the effectiveness was notably enhanced.

C. Cross-curricular arrangement

- In most subjects, extra-curricular reading assignments are assigned in junior forms. In each EMI subject, an extra-curricular English book list is provided. One English lesson is spared for each month for students to share what they have read in order to raise their ability and motivation in

self-directed learning.

- A series of cross-curricular projects have taken place across all subjects. Effectiveness was remarkable. For example, a showcase of learning outcome of the food science project collaborated by Science, Home Economics and English was conducted in a school assembly.
- Study tours of various natures have taken place. For example, the study tour focusing on the development of science and development to Japan received keen participation, yielding fruitful learning outcome.
- STEM education has been further promoted in both the school curricula and extra-curricular activities for widening students' horizon and elevate creativity.
- Solar-car 龍真號 was launched in October. A Solar Oven workshop was conducted in S1. An aerial photography group was formed from S3 to S5. Science week and STEM Fun Day were conducted in April. All these activities were very well received and learning outcomes were remarkable.
- Commendable performances were achieved in various off-campus STEM-related competitions.
- The cultivation of Chinese culture has been promoted with the collaboration of Chinese History, Chinese Language and Reading Promotion Committee through curriculum design, extra-curricular activities, MI course (中華文化百達通), local tour and drama appreciation.

D. External support

- Betterment of Senior Secondary Curriculum of Chinese Language, Mathematics and Liberal Studies with EDB's School-based Support Services
- Betterment of Integrated Skills in Chinese Language with Hong Kong Polytechnic University
- High achievers have been developed in terms of journalistic training under the QEF project "Meet to Write" and working journalist of SCMP Dr Oliver Chou.
- LaC has been further refined under the advice of the EMI support team from Hong Kong Polytechnic University.

E. Promoting Gifted Education

- A school-based talent pool has been developed for teachers' reference when locating gifted students, especially those of cross-discipline giftedness.
- Athletic, aesthetic, and leadership training courses have been provided for gifted students.
- 11 students have been selected as student members of the Hong Kong Academy of Gifted Education.
- Some students have been nominated to participate in various summer gifted programmes of CUHK.
- Most panel heads and teachers of higher achievers have completed the EDB foundation course of gifted education.

Reflection

1. Subject panels should strengthen the emphasis on learning, teaching and evaluation. Meanwhile, an added focus should also be put on thinking skills in breadth and depth. To the end, an approach of "learning, thinking, showing and evaluating" should be adopted.
2. Panels should make use of PLSs for the betterment of lesson delivery, focusing on how key ideas should be highlighted by various means, such as graphic organizers, how L&T can be maximized through peer learning, questioning, and feedback.
3. Students should be developed into self-directed learners through nurturing effective learning skills and learning habits.

Major Concern 2: To Further Enhance the Effectiveness of LAC Policy

Achievements

A. Revising LAC L&T strategies

- Heads of departments have played an essential leading role in promoting LAC policy. A sample draft of an LAC plan, including classroom teaching, assignment and assessment policies & strategies, was prepared for all subject panels for reference. Subject panels wrote and carried out their strategies as planned
- Explicit curriculum design responding to MOI strategies can be seen in around 80% of teaching materials. This is a promising observation, proving that teachers in general can master the essence of LAC.
- The QEF project ‘Meet to Write’ and pull-out module "View to Views" of the English Panel further hone their writing and speaking skills.
- Junior form students’ mastery of key words/phrases in English has been enhanced.
- A majority of students have been keeping vocabulary books where they enter words according to categories. The book has been checked by English teachers regularly. English teachers have instructed students to enter words in a standardized manner.
- In JS, students are instructed to read key passages aloud for the consolidation of key sentences and key ideas.
- The skill of “think aloud” has been promoted in some subjects. Based on students’ abilities, teachers are aware of the necessity to prompt students to respond to questions of various levels. Timely feedback and responses are provided by teachers.
- EMI subject teachers have developed various assessment tools with language fluency and accuracy as a focus in formative assessments. In summative assessments, there is a mark for “Language & Organization” and one for “Spelling” in each EMI subject paper. Analyses of students' performance have been made by panel heads and LTC.
- Peer lesson observations have taken place between English teachers and EMI subject teachers, focusing on questioning techniques in English.
- As for Reading across Curriculum, please refer to Major Concern 1.

B. Strengthening extended learning

- Collaboration between the English Panel and EMI subjects has taken place on English Speaking Days through English learning activities with the use of key language features and content of EMI subjects
- LaC Coordinator has been working closely with LTC to manage the S1 Cross-curricular English musical.

C. Tapping into external support

- English, Integrated Science and History have joined the School-based Support Programme for Secondary School Teachers on Conducting Extended Learning Activities in English by the Hong Kong Polytechnic University.

Reflection

1. Overall speaking the English level of students have improved. In the future we aspire to develop students to become more eloquent and confident speakers, as well as writers who can write accurately, precisely and logically.
2. The language policy in the classroom should be upheld. EMI subject teachers must take the lead to use the target language for students to feel confident and comfortable using English for learning in the classroom.
3. English Department can devise strategies for developing a language environment conducive to the mastery of English, in particular, through the betterment of English Speaking Day, such as having Ambassadors greet students in the morning at the school gate, posters, sign posts, etc.
4. As there are different scales in terms of language use across different EMI subjects, it is suggested that EMI panels should devise their own policies according to their scope and pace. Some EMI subjects, in particular Humanities, CLIL and English Language can set higher goals and more complex requirements in this aspect.

Major Concern 3: Further enhancing optimism through Positive Youth Development Programme

Achievements

Positive Youth Development Programme

1. Theme of the year: Optimism leads to Power

- Different posters about positive thinking, including a new acronym, CAPE of FRUIT, to enhance the core values, have been displayed around the school. Also, the idea and understanding of the acronym is integrated in the English curriculum. These are effective ways to promote optimism.

Courage: I always try to master over fear, stepping out of my comfort zone to embrace challenges.

Assiduity: I have persistent effort and diligence in pursuing a determined goal.

Perseverance: I can endure difficulties with patience during times of trials and hardships.

Excellence: I have the commitment to an unrelenting pursuit and strive to exceed my potentials.

Forbearance: I exercise restraint and self-control in difficult situations and value tolerance.

Respect: I have the admiration for others by being humble and honouring differences.

Unity: I embrace the power of love, forgiveness and selfless dedication in connecting with one another.

Integrity: I uphold true value of honesty, credibility and sincerity.

Thanksgiving: I appreciate what I have and understand that contentment is the only real wealth.

- To welcome our new S1 students, a Pre-S1 Bridging Course, Fun World of Learning, was organized in summer, and we were honoured to have Mr Kevin Yeung Yun-hung, JP, Secretary for Education as our guest. Led by our guest, Mr Yeung, everyone made stars and pledges, put their handprints in different beautiful colours on the beautiful 'sky', to make their best wishes. Hopefully, all the newcomers will shine and glitter brightly in their new secondary school life.
- All form coordinators have prepared their form assemblies or sister-form assemblies with special focus on positive education. For instance, S2 and S4 students have shown their thankful heart by sending thank-you letters to their primary teachers and parents respectively. S6 students are guided to write a letter of gratitude to their subject teachers so as to give thanks for their love and care in the whole secondary school life. The end of term Best Class T-shirt Competition has provided some sweet memories for them as they can showcase not only design but their class spirit.
- Every class has designed a class motto and decorated their classroom with this theme about optimism and many classes have their class T-shirts or jackets, which can be worn on some special days or after competitions, to develop their class spirit.
- Optimism has been the theme for most English morning assemblies to cultivate their positive personality.
- It has been planned that a new point-scale award and punishment system will be introduced but it has been suspended after some careful consideration. Luckily, different kinds of inter-house or joint-school activities can serve the same purpose as to enhance the positive sense of belonging to the school.

2. True Light Bearer Course

- This is the second year we launch our tailor made school-based course, True Light Bearer Course, for S1 and S2 students to strengthen their learning skills, character building and positive qualities.

- It is also our second year to join a “Developing students’ Positive Attitudes and Core Values” organized by HKU. After exploring their character strengths in an online test, we conduct a series of positive thinking workshops. All S1 students learn how to control their emotions by looking from different perspectives.
- A group of S2 students, after being identified as having some negative mindset, have been invited to join another tailor-made positive thinking programme, conducted by our social workers with all materials prepared by HKU. Most participants find this fruitful.

3. “Respect Life, Embrace Adversity” (a project under “Joyful @school”)

This is a QEF project, aiming to develop students’ positive attitude with the support from a part-time social worker. She comes twice a week, every Monday and Friday.

- The two positive value education workshops, in both academic and non-academic areas, for each form from S3 to S6, prepared by this social worker but conducted by class teachers, have proven to be useful and meaningful. Before these PVE lessons, this social worker has organized briefing sessions for teachers to equip them with suitable strategies to promote positive study or life attitude. Students gain confidence when they know how to set realistic targets and tackle problems wisely.
- Different activities have been held for different forms. In an activity called Chicken Soup for DSE Fighters, S6 wore graduation gowns in a virtual graduation ceremony, listening to Principal Lee and one teacher sharing their university life and their life vision. After being inspired, students made promises to themselves about how to face DSE challenges.
- There have been different experiential activities for students in the junior form. S1 and S2 students have visited “Dialogue in the Dark” and “Life Journey Centre” respectively. S1 students have seen how the blind face their hardship with a positive belief while the S2 students have a deep reflection towards their life attitude and learn how to show care to the elderly. S3 students have watched a provoking film called “The Way We Dance” in the Hong Kong Arts Centre. They are encouraged to work hard for their dream, even they may face lot of failure during the process.
- Two camps have been held for S1 and S5 students respectively to enhance their study skills and positive life attitude. With the help of experienced social workers and alumnae, the activities have been run smoothly and successfully, receiving encouraging feedback.
- A data-driven screening test developed by the CUHK is used to identify students who are more susceptible to negative emotion in S1. They are invited to join an after-school workshop namely “Training Program for Positive Ambassador” conducted by the social worker. In the workshops, they learn the nature of emotions and ways to control them. Also, the student group has joined a therapeutic group at Easter.

4. Living with Wisdom Seminar series and other platforms

- Two guests, with expertise in different areas, have been invited to conduct the ‘Living with Wisdom Seminar series. Professor Frederick Cheung explained to us how we could learn English through Etymology in September while our alumna, Ms NC Mak, in January, encouraged our students not to treat themselves as girls in the career world. We need to show our strengths in order to fight for excellence to gain the appreciation from our seniors.
- There is a lot of sharing about positive thinking in different morning assemblies and school assemblies run by different committees including the Religious Affairs Committee.

5. Support to S6 students

Other than the Chicken Soup for DSE fighters, we have provided a lot of support for them.

- The experienced teachers in the Careers team have provided individual counselling to all S6 students throughout the term about JUPAS choice, future life planning and character building.
- Our alumnae in different fields of work have become mentors for our S6 students, offering help in handling DSE, helping students develop the right qualities for a sensible career path and even inviting our students to join their internship programme to have a taste at work.
- A farewell assembly was held before S6 students left for study leave. They expressed their gratitude to school and different parties presented souvenirs for them to show their best wishes. High Table Tea was arranged the following day. Principal Lee and teachers had sharing with them, giving them tips and encouragement in facing any challenges on HKDSE while enjoying the delicious refreshments.

Future leaders

- 15 students in S5 have joined the Future Star Programme since they were in S4. After some tailor-made and intensive training to enhance their interview skills and to unleash their potential in S4, they have been nominated to different outstanding student competitions in F5 such as Student of the year organized by the SCMP, “Hong Kong 200” Leadership Project organized by the HKFYG. Encouraging results can be seen as Lee Man Tung, 5A, has entered Stage 3 assessment of the Outstanding Student Leaders Award organized by the Hok Yau Club. This is an invaluable experience for our elite students as they can compete with some cream student leaders in other schools.
- Also, they have conducted a detailed analysis on their potential career development using tools developed by the Cambridge Occupational Analyst. With a view to exploring these career opportunities, they are encouraged to join respective experiential programs organized by the school or other NGO so as to develop a more in-depth and comprehensive ECA record for their university admission.

Parent education

- A parent workshop, conducted by Break Through social workers, was organized for S1 parents, giving them insight about how to help their daughters go through the transition from primary to secondary school. Parents have also learnt how to develop a warm and positive family by being more understanding and caring.
- We have provided other platforms like the Parent Tea Sharing time and the S1 Parent Evening. Thus, after understanding our direction such as our academic policies, school rules and how to handle UT papers, parents can become more supportive at home.
- Parent Academy, co-organized with CCC Cheung Lo Church, has been another highlight for parent education. After attending the ten sessions on Saturday, parents have learnt theory, put the parental skills into practice. Thus, positive values can be instilled in families.

Reflection

1. There can be more experiential learning in different forms as it is shown to be more effective in the development of positive qualities among students than classroom teaching. Direct engagement in activities, guided debriefing and face-to-face personal sharing influence students in a deeper way and seeds for positive qualities can be planted at the bottom of their heart.
2. In addition to the selection by the screening tools developed by external organizations, there can be more recommendation from class teachers as it is more reliable in identifying suitable students for more in-depth tier 2 intervention.

5.2 Feedback on Future Planning

- A new focus can be set on lesson delivery for higher effectiveness in learning and teaching and CLD in the classroom.
- A comprehensive scheme that follows closely, or even goes beyond, the P-I-E cycle is to be set up for teachers to further study and refine pedagogies.
- There should be added emphasis on exploratory, investigative, topical or problem-solving aspects for developing high-order thinking skills and STEM education.
- To elevate students' abilities, self-directed learning habits and skills such as textbook reading, using graphic organizers, and memorizing skills should be developed.
- It was a success promoting optimism this year. We believe the next step for students to take is not only to deal with their mentality, but also devise and implement some actual plans proactively. Only by perseverance and assiduity can teenagers excel on top of a positive mind.

6. SCHOOL FINANCIAL REPORT

6.1 2017 – 2018 Financial Summary

	Income (\$)	Expenditure (\$)
I. Government Funds		
EOEBG Grant		
Administration Grant	3,806,256.00	3,002,051.60
Capacity Enhancement Grant	599,381.00	424,088.00
Composite Information Technology Grant	397,670.00	597,327.68
Air-conditioning Grant for Preparation Room of Laboratories	15,186.00	-
Composite Furniture and Equipment Grant	457,080.00	837,122.50
Enhancement Grant	6,384.00	600.00
Lift Maintenance Grant	31,950.00	66,290.00
Noise Abatement Grant	382,637.00	144,080.00
Consolidated Subject Grant	162,190.00	53,368.76
Recurrent English Language Grant	22,590.00	12,088.40
Guidance and Discipline Programme Funds	7,663.00	1,680.00
Supplementary Grant	212,198.00	131,291.22
Training and Development Grant	8,768.00	4,419.82
School & Class Grant		
— Grant Received	718,270.84	
— Other Income	383,194.72	1,506,115.60
	7,211,328.56	6,780,523.58
II. School Funds	1,405,984.57	1,862,894.60

6.2 School-based After-School Learning and Support Programmes

	Income (\$)	Expenditure (\$)
Subsidy Items		
Grant from Previous year	27,652.42	
Grant of this year	86,400.00	
Sub-total	114,052.42	
1) ECA Tutor Fee		66,350.00
2) ELIC English Summer Program		2,700.00
3) S5 Biology Enrichment Programme		200.00
4) S5 Economics Enrichment Programme		100.00
Sub-total		69,350.00
Balance	44,702.42	

6.3 Capacity Enhancement Grant

	Income(\$)	Expenditure(\$)
Item		
Surplus brought forward from the previous year	6,148.05	
Grant received this year	599,381.00	
Sub-total	605,529.05	
<u>Subsidy Items</u>		
1) Associate Teachers & Teaching Assistant		407,316.00
2) Differentiation Scheme		16,772.00
Sub-total		424,088.00
Balance	181,441.05	

6.4 One-off Strengthening School Administration Management Grant

	Income(\$)	Expenditure(\$)
Grant received	250,000.00	
1) Parent App setup fee + accounts		48,100.00
2) Supply & install new HD CCTV with PVC conduit installation		49,999.00
3) 1 Notebook + DVD-RW		8,075.00
4) 1 Printer		1,500.00
5) Installation of Panasonic Intercom Door Phone + EM Lock + CCTV		37,550.00
6) eBooking system		20,000.00
7) Fibre to classroom		84,776.00
	250,000.00	250,000.00