

Kowloon True Light School School Report 2018-2019



Kowloon True Light School

2018-2019 School Report

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1. OUR SCHOOL

1.1 School Brief History, Motto, Vision and Mission

History

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

Motto

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

Vision

A Christian school where girls blossom into people of goodness, righteousness, and excellence with an unswerving quest for 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 2018-2019

"Work with assiduity; Grow with perseverance"

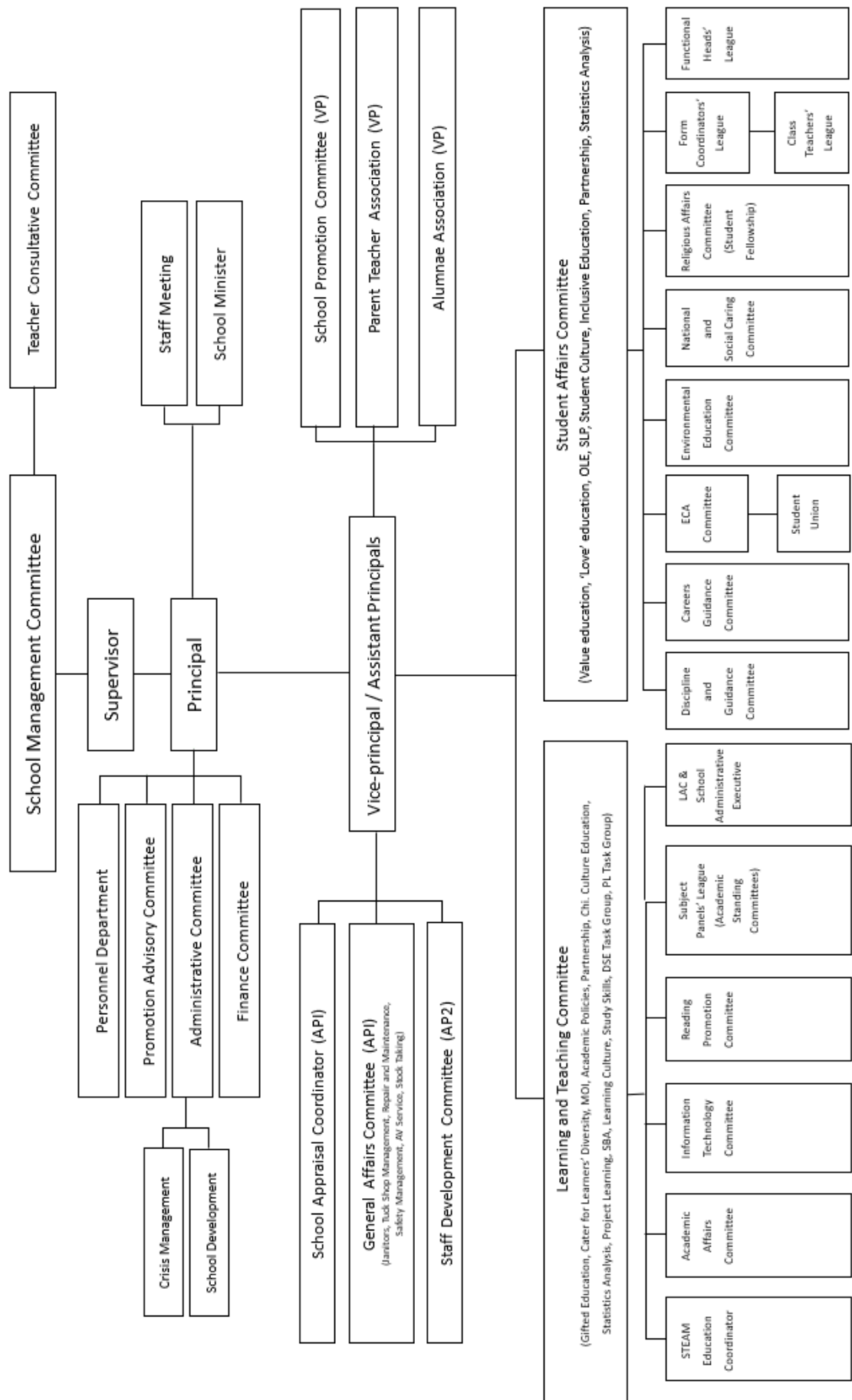
1.2 Incorporated Management Committee

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

The composition of the IMC	Number of Representatives of Managers
Sponsoring Body Manager	12
Sponsoring Body Alternate Manager	1
Principal Ex-officio Manager	1
Teacher Manager	1
Teacher Alternate Manager	1
Parent Manager	1
Parent Alternate Manager	1
Alumni Manager	1
Independent Manager	4



1.3 School Organization Structure 2018-2019



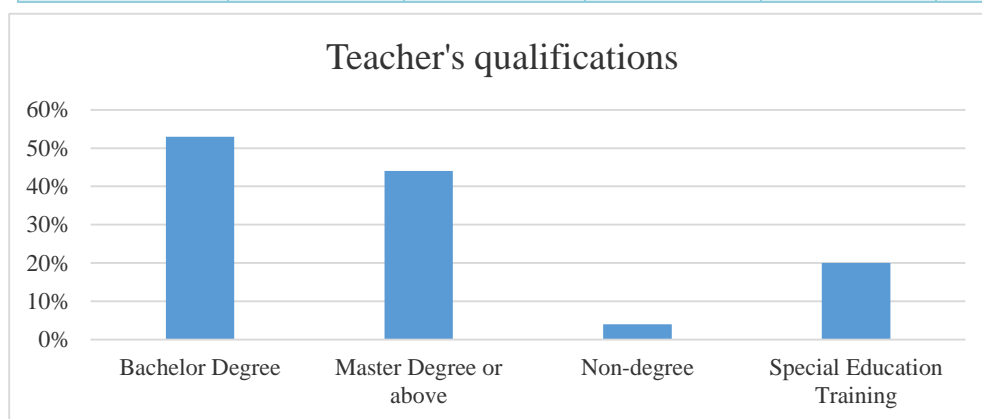
1.4 Staff Profile

- Number of staff

Post	No.
Teaching Staff (including the principal)	57
Clerical Staff	8
Teaching Assistant	1
Laboratory Technicians	2
IT Assistant	1
School Social Workers	2
Educational Psychologist	1
Janitors	8

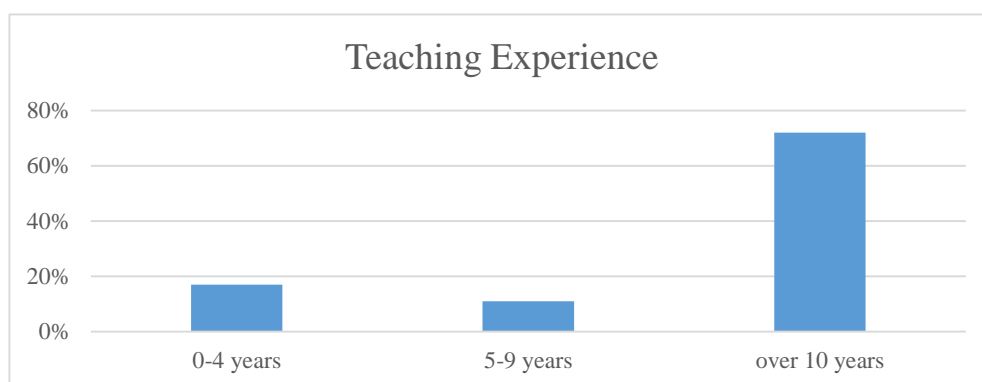
- Teachers' qualifications

Qualifications	Bachelor Degree	Master Degree or above	Non-degree	With Teacher's Training	Special Education Training
Percentage	53%	44%	4%	95%	20%



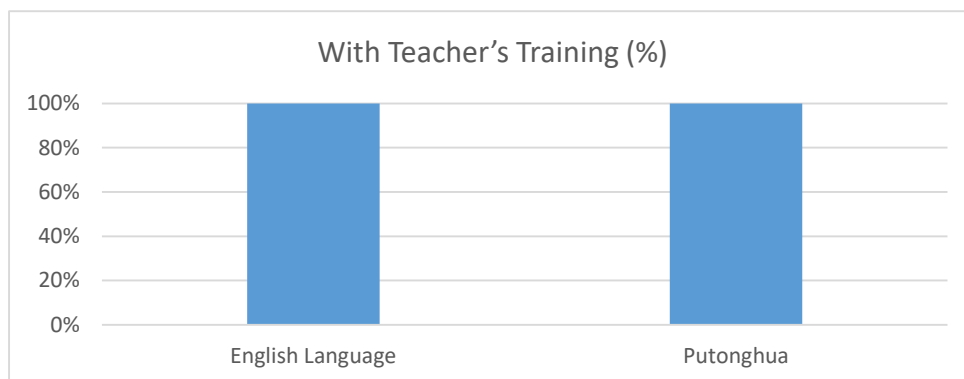
- Teachers' experience

Teaching Experience	0-4 years	5-9 years	over 10 years
Number	10	7	41
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	2993 hrs
Average CPD hours of teachers	52.5 hrs

Staff Development Programmes 2018-19

- 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 2018-19: (1) "Learning, Thinking, Showing and Reviewing" (2) Reflective thinking (3) Enquiry Learning (4) Exploratory and problem solving skills.
- Other optional development foci: (1) Mini-lesson study (2) Classroom Assessment (3) Quality Feedback (4) Use of graphic organizer (5) Cooperative/ Collaborative Learning, Student Participation and/or Mode of Interaction (6) Self-directed learning Strategies (7) Reflective Learner and Metacognition (8) Cater for learner diversity

Main Category	Programme	Remarks
Team Building	Staff retreat Rev. Cheung and staff from CCC were invited to host workshops where the staffs from the Secondary, Primary and Kindergarten Sections attended	Related to Major Concern 2.
	Individual Meeting with the Principal Opinions collected are to be used for future planning or refinement of school policies.	Principal, VPs and Panels concerned
Learning	Principal's meeting with senior and middle	



Circle of Senior Management Team	managers Gatherings were organized regularly and topics related to school administration were discussed. Senior and middle managers gained more experience in decision-making process.	are involved.
Staff Personal Growth	New Staff Induction Program and Mentorship Scheme - Mr. Cheung Pak Ki, Ms. Chau Pui Fong, Ms. Sun Tsui Shan, Mr. Yim Man Shun, Mr. Ng King Fai, Ms. Ho Yuk Ling, Ms. Leung Ching Wan, Ms. Ho Ka Wai, Ms. Wan Yuen Fan were mentors of new teachers. - In collaboration with the Religious Affairs committee, new staff Alpha Course was organized in Oct, Dec, Feb, Mar, Apr and May in order to provide our new teachers with spiritual support and pastoral care. Seminar / Workshop - In the second staff development program, a seminar on student counselling (related to positive psychology) was conducted.	Related to Major Concern 3. Gatherings were arranged regularly over the year. Related to Major Concern 2
Learning and Teaching	Seminar / Workshop - Our staff joined a sharing held by Dr. Cheng Chi Keung and teachers gained insights into the application of different teaching methodologies. It was believed to be a useful experience when we conduct our lessons with “Learning, Thinking, Presenting and Reviewing”. - In the third staff development program, Mr. Yim Man Shun, Ms. Tsang Ching Yi and Ms. Kwok Sze Wan gave a sharing about their lesson design. In the afternoon, our teachers joined workshops organized by STEM and Chinese teachers in order to experience how our students learn using the school facilities. Professional Learning Community (PLC) - Every panel head conducted a Professional Learning session in their respective subject / key learning area. Regular meetings were conducted for the discussion of issues concerning the developmental need of panels. - Mini-lesson studies were carried out in each academic subject in order to raise our teaching efficacy. Their themes are listed below: <ul style="list-style-type: none"> ● 中文：寫作教學：「從他身上，我學會了天生我才必有用的道理」、寫作教學：人物細描寫作初探、融辯入教、寫作教學：「熱鬧過後，我卻感到失落」及朋友之倫-豐子愷〈悼丐師〉 ● English: Idea elaboration and the use of connectives to express causes and effects, Participles (Present, Past, Perfect), How to locate the gist of a paragraph by identifying linking words ● Mathematics : Percentages in Discount, Frequency Polygon and Frequency Curve, Rotational Symmetry in Cubes and Regular Tetrahedra, Graphs of Logarithmic Functions and their Features, Angles in a Circle ● 通識：今日香港—身份認同、自拍如何幫助青少年發展人際關係、在南海主權爭議中，甚麼方法 	Related to Major Concern 1 Related to Major Concern 1 and 3



	<p>最適合中國的外交原則？</p> <ul style="list-style-type: none"> ● Biology : Chocolate factory / BAFS : Correction of errors ● Chemistry : Application of the temperature sensor ● Economics / Geography : Differences between traditional industrial landscape and high-tech industrial park in Hong Kong ● ICT : The use of Object block / Physics : Chocolate factory ● 中國文學：散文創作 / History : Appeasement policy ● 中史：嫡長子繼承的得與失、西安事變 ● 普通話：書法體驗 - 隸書《禮器碑》、茶藝體驗、圍棋學習 ● 體育科：健康操 	
	<p>Lesson Observation and Post Observation Conference for teachers</p> <p>Extended support for teachers including new teachers based on lesson observation in October was offered by mentors and senior management team.</p>	Principal, VPs and Panels concerned are involved.
	<p>Assignment Inspection and Written/ Oral Feedback</p> <p>Teachers were appraised in terms of teaching, marking and learning materials design qualities.</p>	Related to Major Concern 1
Student Support	<p>Seminar / Workshop</p> <p>Our Educational Psychologist shared with our teachers about the examination arrangement to cater the need of SEN students.</p>	Related to Major Concern 2
	<p>Individual Teacher's Professional Development Programme</p> <p>Two teachers took the courses regarding Special Education Needs at the Polytechnic University of Hong Kong in April and May respectively.</p>	Related to Major Concern 2
Professional Exchanges with Various Parties	<p>Exchange Programs</p> <ul style="list-style-type: none"> - In order to improve the bridging between our Primary and Secondary Sections, curriculum planning meetings were organized by LTC in January and in June 2018. The theme of the meeting was "The design of curriculum, material design and teaching methodologies in senior primary and junior secondary". The Chinese, English and Mathematics Panel Heads and the STEM teachers from the Secondary and Primary Sections hosted the sharing sessions. - Teachers of Saint Joseph Bangna School in Thailand visited us in early March. Our English, Maths and STEM teachers had a fruitful exchange with them regarding curriculum structure and teaching pedagogies in an all-girl school setting. - SDC organized an excursion program for the Secondary, Primary and the Kindergarten Sections to Guangzhou True Light School from 30th October 2018 to 1st November 2018. During the trip, we visited primary and secondary schools of the Ture Light family. The trip focused on the professional sharing on 	Sharing and professional seminars among teachers



	<p>learning and teaching. Lesson observation was arranged so that Hong Kong teachers can learn from their counterparts in Guangzhou. The exchange activities were inspiring in terms of teaching pedagogies and the nurturing of a positive learning culture. Teachers also visited the historical relics of the True Light school.</p> <p>- Ms. Tsang Ching Yi conducted a mini-lesson study with a BAFS teacher from Carmel Secondary School.</p>	
Leadership and Management	<p>Chinese Language</p> <p>- Teachers from Macau Pui Ching Middle School visited us and our Chinese teachers gained insight and exchanged ideas about the difference between the two schools regarding the Chinese Language curriculum and the assessment methods.</p> <p>- The panel participated in the School-based Support Services organized by the EDB. A lesson study was conducted so as to evaluate the implementation of the writing curriculum.</p>	Related to Major Concern 1
	<p>English Language</p> <p>- Panel Head Mr. Cheung Pak Ki was a speaker in the OneELED Conference of the Faculty of Education, CUHK on 8th September. The topic was “Professional, Passionate, Proud”.</p> <p>- On 19th Nov 2019, a filming crew from EDB recorded 1 English double lessons and 1 single lesson conducted by Mr. Cheung Pak Ki and Ms. Wong Sin Ling respectively. Post-lesson interviews were conducted and recorded. The recording is used for EDB’s internal use.</p> <p>- On 1st June 2019, Mr. Cheung Pak Ki spoke at Confluence: An ensemble of ELT pedagogies, organized by Baptist University, introducing Reading Plus, a school-based pedagogy.</p>	Related to Major Concern 1
	<p>Mathematics</p> <p>- On 12th November 2018, the Panel Head Mr. Yim Man Shun was invited to give a sharing to local teachers on the development of STEM in Mathematics’ curriculum.</p> <p>- The panel participated in the “Seed project” organized by the EDB in order to investigate the implementation of STEM education in Mathematics curriculum. A lesson study was conducted.</p>	Related to Major Concern 1
	<p>Liberal Studies</p> <p>- The LS Panel Head participated in EDB teacher secondment exercise, supporting schools with developmental need in LS, PSHE and CLD.</p> <p>- The panel participated in the LS PLC organized by EDB. Meetings were held on 26/9, 10/10, 21/12, 26/4, 22/5 and 12/7. The themes included “Curriculum planning in PSHE”, “School-based curriculum planning for senior secondary LS” etc.</p> <p>- The panel participated in the LS School Network Initiative (Kowloon West, Hong Kong Island & Islands Region) organized by the CDI. Meetings were held on 8/11 and 29/3.</p>	Related to Major Concern 1



	<ul style="list-style-type: none"> - The panel participated in the PLC organized by the CDI. The meetings were held on 20/11 and 15/1. The focus was on the assessment criteria for DSE 2018. - Participate in the LS (EMI) PLC organized by the EDB. The meetings were held on 9/11 and 8/5. - The LS panel participated in the PSHE professional learning communities organized by the School-based Curriculum Development (Secondary) Section. The meeting was held on 25/4. The theme was “to raise students’ incentive in historical study by reading” 	
	<p>Others</p> <ul style="list-style-type: none"> - The STEM team participated in the Professional Development Schools (PDS) Scheme organized by the EDB. Mr. Lam Chun Tung had regular meetings with the teachers from the Lok Sin Tong Yu Kan Hing Secondary School for the development of S1 STEM curriculum. - Ms. Yip Nim Chi conducted a lesson study with the Geography teacher of St. Paul’s Secondary School. The theme was the application of VR technology to demonstrate the geographical features of Hong Kong. Map reading skills and students’ participation were enhanced. - Ms. Wong Siu Ling collaborated with Faculty of Education, HKU on optimizing the self-directed learning elements in the S3 Geography curriculum 	Related to Major Concern 1
	<p>Cross-curricular arrangement</p> <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 Chinese, LS and Chinese History on a project about Kowloon Walled City in S1; the collaboration among S3 Science subjects on a project about food science, which focused on design thinking and STEM development, etc. 	Related to Major Concern 1



2 OUR LEARNING AND TEACHING

2.1 Number of school days in the academic year

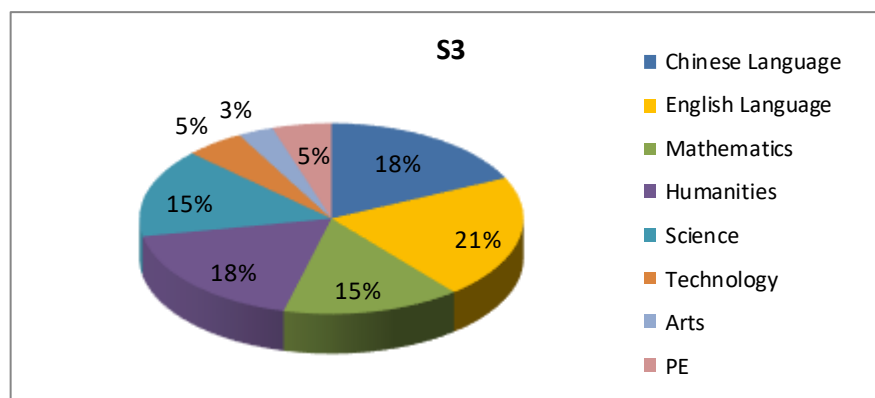
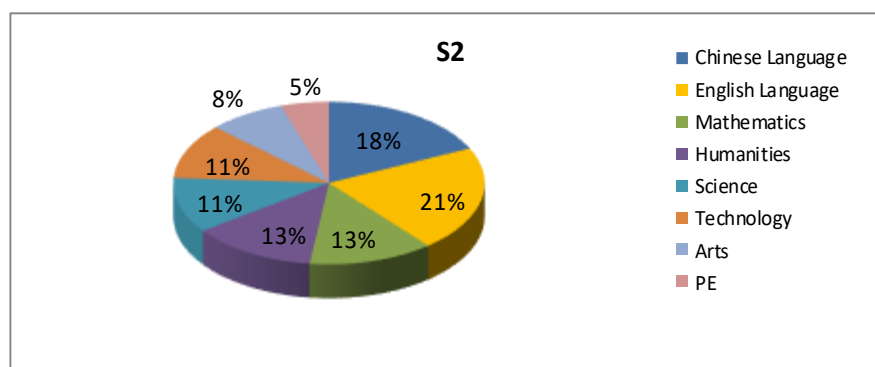
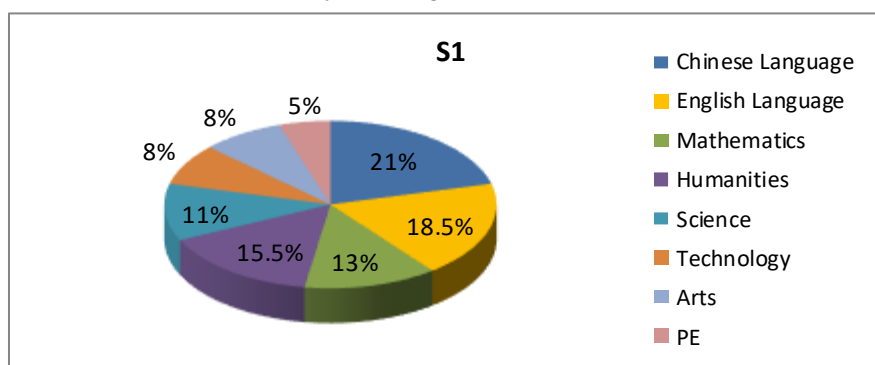
Number of school days in 2018-2019	
Number of days with normal lessons	191 days
Number of days with learning activities for whole school or junior forms.	10 days
Number of days for uniform tests & examinations	28 days

2.2 Student Population

Student Population 2018-2019	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	5	25
Number of students	123	116	105	110	104	100	658

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 timetable, 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 2018-2019 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	▲	▲	▲	▲	▲	▲
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

- With the implementation of the fine-tuning of the M.O.I. policy in 2010-2011, our school has started to teach Integrated Science and Geography in English in all 4 S1 classes and 3 classes have Mathematics, History, Computer Literacy and Home Economics taught in English.

- Two groups (best in Chinese) in each junior form had 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

Diploma of Secondary Education				
Class	A	B	C	D
S1 to S3	Students learn Integrated Science and Geography in English 20-50% of the materials of other subjects are in English as well.	Students learn Integrated Science, Geography, Mathematics, History, Computer and Home Economics in English		
		S1BCD 4 groups	The best group learn Chinese in Putonghua (PMI): S1 甲一 甲二 S2 二甲 二光 S3 甲一 甲二	
		S2BD 3 groups S3BCD 4 groups		
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.
 1. Implementing “Reading across Curriculum” so as to encourage extended reading in all E.M.I. subjects. Students selected books according to the extended reading booklist and shared them in the “Monthly Reading Club” coordinated by the English Department
 2. 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
 3. Deploying an experienced SGM English teacher as the LAC Coordinator to oversee the implementation of M.O.I policies
 4. Devising E.M.I. plans to ensure effective learning, teaching and assessment
 5. Running a school-based Pre S1 Summer Institute to enable newcomers to learn in an E.M.I. secondary school
 6. Including “Content and Language Integrated Learning” in S1 curriculum to facilitate effective learning in E.M.I. subjects
 7. Providing Saturday remedial classes for junior secondary C.M.I. classes to cater for their language needs
 8. 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, Shakespearean Festival, Multiple Intelligences English Courses, Drama Club, Debate Club and Summer Study Tour to Russia, 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 “I Learn, I Think, therefore I exCel” as the theme of LTC to encourage students to apply knowledge and skills in various disciplines to different learning tasks
2. Running “Page to Stage” in S1, which is a collaboration between English Department and Music Department, producing a musical as a featured event in the S1 Form Association Inauguration Ceremony
3. Making it a school policy for subjects to collaborate in cross-curricular projects and modules



2.7 Catering for Learner Diversity

1. Developing a talent pool where students' giftedness in various aspects such as languages, mathematics, science, music, and leadership were identified and recognized
2. Streaming students into groups according to subject abilities in Chinese Language, English Language and Mathematics 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. Running the De Xin Academy, a Putonghua and Chinese culture learning class 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. Developing the school-based "Reading Plus", an analytical approach to raise students' language awareness
2. Renewing speaking module with "Read to Speak" and "Lit to Speak"
3. Organizing interactive activities and workshops in the English Language Festival and Shakespearean Festival
4. 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
5. Implementing "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
6. Adopting flipped classroom approach in S5 extensive reading
7. Planning study tours to Russia, UK and Canada for students to enhance their language exposure

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. Going on various STEM study tours, China (Fuchou, Nanjing university) to learn about the STEM technology development
2. Establishing STEM Drone Team to arouse the student interest in STEM education
3. Running a food science project as a cross-curricular project in S3 where students explored how science comes into play in different food products



2.10 Humanities

1. Arranging various visits for students to learn from first-hand experience, including the LegCo Complex, Kowloon Walled City Park, City Gallery, The Court of Final Appeal of the Hong Kong Special Administrative Region, Mai Po Nature Reserve, etc
2. Encouraging students to participate in numerous contests, including Young Social Changemaker Camp and Wofoo Millennium Entrepreneurship Programme, to develop entrepreneurship
3. Providing students platforms to develop logical thinking design thinking and cultivating their global vision through various forums, including Model United Nations, Overseas Ambassador Programme and Joint-School Youth Forum



3 SUPPORT FOR STUDENT DEVELOPMENT

Student Support and School Ethos

On top of facilitating students' academic pursuits, our school endeavours to foster whole-person development of students. The whole-school approach to student development adopted by the school created an inviting and caring environment for students to exert their potentials and pursue a purposeful life. To accomplish our second major concern, "Work with assiduity; Grow with perseverance", a wide range of structured programmes and activities were launched to cater diverse needs of students and to enhance their personal growth and qualities. It is our mission to develop students to become competent, enthusiastic and confident youngsters ready for future challenges.

This year is of particular significance to our school as it marks the 70th anniversary of our school being established in Hong Kong. To celebrate, a book of brief history of Kowloon True Light "From Crane Haven to Lion Rock" and a collection of pedagogical ideas of KTL teachers "Knowledge to Action" were published. Also, a series of celebration events were held, including a Joint Section Exhibition, a Staff development cum Homecoming Trip, a thanksgiving ceremony, a gala dinner, a walkathon and a Joint Section Anniversary Variety Show. These events and various souvenirs had been planned and implemented under proactive leadership by the 70th Anniversary Celebration Team and the collaboration between school management, function teams, subject departments, the Parents-Teachers' Association and the Alumnae Association. The ultimate goal was to promote our school ethos and enhance the sense of belonging to the school among students and teachers.

3.1 Nurturing Programme

There is an increasing demand from society for enhancing the development of moral qualities among students. Therefore, moral education is an essential element of the school curriculum. Through learning in different areas and dimensions of the school curriculum, students can acquire and master relevant knowledge, skills, values and attitudes in greater depth.

The Student Affairs Committee has launched comprehensive remedial and developmental programmes to facilitate students' personal growth. The Personal Growth Handbook is a good channel for communication among class teachers, parents and students as students keep their academic and non-academic records, including UT results and discipline records, as well as reflections and comments, in it. Students' Learning Support Programme has always been the highlight in our nurturing programme. Each student was given one-to-one counselling with their teacher. While they were individually taken care of, advice on different aspects of school life was provided.

All class teachers play an important role in helping students' personal development. In the class nurturing scheme, every class, at the beginning of the term, designed a class motto, set targets and organized activities to pursue their dreams. Throughout the year, they gave support to one another by displaying some encouraging posters in classroom, strengthened their class spirit after joining Games Day, Lunar New Year Fair Stalls, KTL Carnival or other class functions.

Those were effective in creating a strong identity of a True Light Bearer and a caring atmosphere in school. Various activities were organized in different areas to develop students' personal growth, such as a growth camp for S1, a learning camp for S4, a purpose-driven camp for S5 and a graduation camp for S6. Class teachers held individual and group counseling sessions with students in 'Buzzing Time' for pastoral care.



Other school-based activities were equally important in developing a loving and caring culture and students' sense of belonging to school. The S1 students, despite being new comers from primary school, had a great Musical, the Mid-summer Night's Dream in their Form Council Kick off Ceremony, which was held in the School Anniversary Celebration. The S6 Graduation Evening, which was a farewell show to school, with the Lantern Parade was truly impressive. They showcased their talents and expressed their gratitude to school.

With the financial support from the QEF and the professional help from HKU, all forms had their form assemblies or sister-form assemblies with special focus on positive education. There were different experiential activities for students in the junior form. S1 and S2 students joined the "Dance A Life Workshop" while S3 students watched a thought-provoking film called "Getting Home" in the Civic Education Resource Centre. These experiential activities were effective in nurturing a respectful and responsible attitude as well as positive beliefs when facing adversity.

To enhance students' sense of belonging to the school, they were provided with opportunities to voice their opinions about any school policies in the Form-based View Sharing Sessions with our principal and "Letters to the Principal". To show care and support to S6 students facing the pressure from the public exam, "High Table Tea" was arranged for S6 students, teachers and the principal before students' study leave.

Assiduity and perseverance was the theme for 'Living with Wisdom Seminar series, assemblies and morning assemblies to develop their resilience and positive thinking.

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

Throughout the year, the school provided love and care to students with different needs. The cooperation among the Discipline and Guidance Committee, the Student Affairs Committee, Class Teachers, School Social Worker and the Educational Psychologist facilitated the counseling work. A plan for individual counseling was drawn up before the beginning of the school year while follow-up measures were carried out in the second term.

The Discipline and Guidance Committee held training workshops for prefects, aiming at teaching students the importance of cooperation and strengthening team spirit among discipline prefects. It was also hoped that the prefects could develop a positive attitude towards embracing challenges in the future. In the workshops, participating prefects made good efforts in achieving the goals. In the evaluation session, a number of participants stated that they had learnt a lot about working with others and tackling complicated problems which might arise when they perform their duties.

Besides, different awards, conduct prizes and self-discipline awards were presented to individuals and classes for their good conduct.

Parents' talks on positive parenting and emotional needs of youth were delivered. Parents also had an opportunity to communicate with the school principal and voiced out their concerns through the "Parents' Tea Gathering". These activities helped parents know more about their children's needs and improve their parenting skills.

The programmes of health education were comprehensive and well-organized. To enhance students' awareness on mental health, positive emotions and well-being, talks on positive psychology and stress release were arranged for junior and senior form students respectively. The Joyful Fruit Day held in February was a great success.

With our sustaining efforts, students have developed a caring attitude towards others and the awareness of their roles in the community with a civic mind and a global perspective.



Students displayed enthusiasm to improve and manage themselves for achieving wellness and purpose in life.

The school will continue to be proactive and adopt a whole school approach to school guidance work. Through strengthening the peer support and cultivating a caring school culture, students are to develop the sense of belonging, positive behavior and attitudes.

3.3 *Spiritual Development*

In our school, the Christian spirit is embodied in its educational philosophy, curriculum, teacher-student relations, worship, work and recreation. Religious Education is part of the curriculum for all classes. There are regular morning and school assemblies which include prayers, hymns, Bible readings, sermons and talks. There are also regular activities to uphold Biblical values and reinforce life education among students including cell groups, Joy and Faith Adventures and Christian Fellowship.

Apart from the evangelistic talks and sharing in different form-based fellowships, students joining the Christmas caroling activity at school and in hospitals, visiting different homes for the elderly and selling religious coupons provided service and evangelistic sharing for the underprivileged, spreading God's love when providing service and support to others.

We had abundant evangelistic activities not only for students, but also for new teachers. All the new teachers were invited to participate in the Alpha course, in which new teachers and the principal conducted Bible study and sharing. Through the 6 meetings, new teachers learnt how to put faith in God when handling different challenges like time management and facing pressure.

Apart from teachers and students, helping parents nurture a Christian family has always been our concern. Through lectures and interactive teaching, with theories, practice and experiential learning, parents managed to better their parenting skills with an ideal education foundation.

3.4 *Life Planning Education*

The quality life planning education programmes that were aligned with the developmental needs of students at different stages of growth assisted students effectively in their progressive career development. The Career and Guidance Committee held a wide range of talks on subject choices, study skills and JUPAS applications for students and their parents so as to help students make informed choices for their future. There were also workshops on writing university application statements and briefing sessions on overseas studies and scholarship applications. Workplace visits were organized for senior form students to explore different careers in real settings.

Furthermore, through the Mentorship Programme, we hoped to help students broaden their perspectives, develop their potential and achieve their academic and career aspirations. Before and after the DSE results were released, a series of individual and group counselling sessions on further education opportunities were provided to S6 students and their parents. The broad exposure to career-related learning experiences also enhanced students' understanding of different professions and facilitated their career planning. Strong support from our alumnae in the Job Shadowing and Mentorship Schemes was highly appreciated. 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 90%. Many of



our students received offers from prestigious universities, including HKU, CUHK and HKUST.

3.5 *Talent Development*

Our School puts strong emphasis on the balanced development of students and has always offered students with ample opportunities to explore their interests and potentials. We placed great emphasis on extra-curricular activities as an important part of a well-rounded education. In our MI programmes and with over forty academic and interest clubs and societies and various uniform groups and school teams, students were encouraged to enrich their learning experiences and develop various generic skills. We believe that by participating in different ECA activities, students will be exposed to various learning experiences and this will help enhance the development of their multiple intelligences. With guidance from teachers and their own talent and effort, students get fruitful achievements every year.

Two remarkable highlights are the Joint School Drama Night with Ying Wa College and our pride in the English Debate Team. Their dedication and creativity impressed the audience. The remarkable achievements of the English Debate Team must be winning the Championship in the Hong Kong Secondary Schools Debating Competition.

To celebrate our 70th Anniversary, many students performed in the Anniversary Variety Show to showcase our language ability and artistic talents. Our students impressed the audience with their expertise and aptitude by their commendable performance.

Our school also provides students with numerous types of sports training and students have received remarkable results in different sports competitions. This year was 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. The Basketball Team has remarkable achievement by winning the second runner-up of Division 1.

Before the summer holiday, we had the Sound of Pearl Wien & Salzburg 2019 Music Tour to showcase students' musical talents and to widen their exposure to other cultures. The participants performed some classical songs and a short a cappella recital in various venues there. It was a great success and their dedication and creativity impressed the audience. Participants not only gained sweet and unforgettable experiences, but many generic skills such as problem solving, communication, collaboration skills were also strengthened.

3.6 *Social Service and National Education*

One of the key aims of education is to foster students' abilities to communicate with the community and the world. The National and Social Caring Committee organized different activities for our students to enhance national and civic education. Students in various forms joined various activities to cultivate their civic mind so as to become loving, caring and responsible citizens.

Our students enriched their learning experiences and developed civic responsibility by participating in various activities in the community. There were outings for S1 students visiting Food Angel and a workshop with a visit to understand the social enterprise for S4 students.

In order to promote a serving mentality, a service scheme for S3 and S4 was organized. S3 students visited elderly centres while S4 served at kindergartens after a five-session-training. Moreover, we cooperated with HKYWCA to conduct the "True Light Institute for the Elderly".



Other activities to enhance students' awareness towards global and local issues included the school assemblies and visits. At weekends or long holidays, apart from selling flags or helping the needy through CYC and 4C Youth Volunteer Leadership Programme, many students did other voluntary work such as teaching the ethnic minority children with the UNICEF or spreading eye-care messages by being an Orbis Student Ambassador. Furthermore, we had other fund-raising activities to collect money or daily necessities for the poor.

To increase the understanding of the Greater Bay Area, 2 groups of teachers and students took part in a trip to Shenzhen and Zhuhai by high-speed rail in March. Moreover, through the Sister School Scheme, a group of S.2 and S.3 students also joined a learning tour to Guangzhou True Light and tried tea picking in April. All S.3 students joined a study tour to Guangzhou to increase their understanding of China. To make our students treasure their learning and show their concerns and love to people in China, our school participated in the Sowers Action. Our sister schools, Hangzhou Baochuta Experimental School and Guangzhou True Light Experimental School also visited our school in October and November respectively. Touring around the campus with our students, they had a wonderful time and sharing with one another.

Besides, our students excelled in the 11th National High School Students Leadership Competition in China, showcasing the successful outcomes of their social project which focused on childcare. It was our greatest pride and honour to be presented with different prizes.

Thanks to regular training and practices, our Mock Trial team won many prizes including the championship of the Mock Trial –Justice Education Project. Through development of social awareness and widened views on different social issues, it enhanced their self-confidence, logical thinking and presentation skills. It was a fruitful and rewarding experience for all participants as they have gained much from this eye-opening project.

Another highlight this year was the 70th Anniversary Joint-School Bilingual Youth Forum, as a part of Justice Education Project. It was a great success as the activity could raise students' awareness and deepen their understanding of the social problems in Hong Kong.

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 France joined us as a full-time student for a year. This 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. This year, to broaden our students' horizons, enhance their understanding of our motherland, and nurture their sense of global citizenship, we had the pleasure to have 2 groups of Science teachers and students from Thailand, a professor from Japan and a group of students from Vanguard College, Canada, visit our school to observe lessons and exchange experience with our teachers and students. We also held many excursions including a Russia trip to learn about drama and history, a Shanghai culture exchange programme, a Nanjing Technology University excursion, a Taipei tour to study Visual Arts and a basketball team and volleyball team training tour to Kaohsiung. The students loved their time experiencing life in another part of the world which could help increase their understanding of different cultures.



3.7 *Environmental Education*

Through a series of activities including Environmental Week, booth games, interactive drama, plant potting and a visit to Zero Carbon Design, students developed concerns for the environment and adopted green habits to be responsible resource-consumers at home and at school. We also raised students' cognitive awareness towards environmental protection. Three students won the Outstanding Student Environmental Protection Ambassador Award in appreciation of their promoting effort in environmental education at school. Other inspiring schemes such as One Person-One Flower and Eating Green Day were equally important to encourage students to live a green life.

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 SAC and assisted by the DGC, School Social Worker, Educational Psychologist and all teachers, various group activities were organized for SEN students. With the resources of QEF Joyful Project and HKU, social skills workshop and individual training for students with SEN were conducted. Participants gained skills of communication and raised their awareness of the emotions of other people. The activities were interactive and catered for the needs of the participants. The support services were appreciated by both parents and students. Individual learning plans were mapped out for some. Special examination regulation was arranged for several SEN students after consulting the Educational Psychologist. With the support of qualified teachers with SEN training, the SEN students gained confidence in coping with the learning environment at school. The students concerned gave very positive feedback to this special arrangement.

3.9 *Financial Support*

About 300 students with financial difficulties received subsidies from "The Hong Kong Jockey Club Life-wide Learning Fund" and "Shiu Wai Ming Learning Fund". They could join various activities such as overseas excursions and the Summer English courses with sponsorships or scholarships. A few students could enjoy free lunch meals and 21 students could receive an E-class subsidy ranging from \$500 to \$3500.



4. STUDENT PERFORMANCE

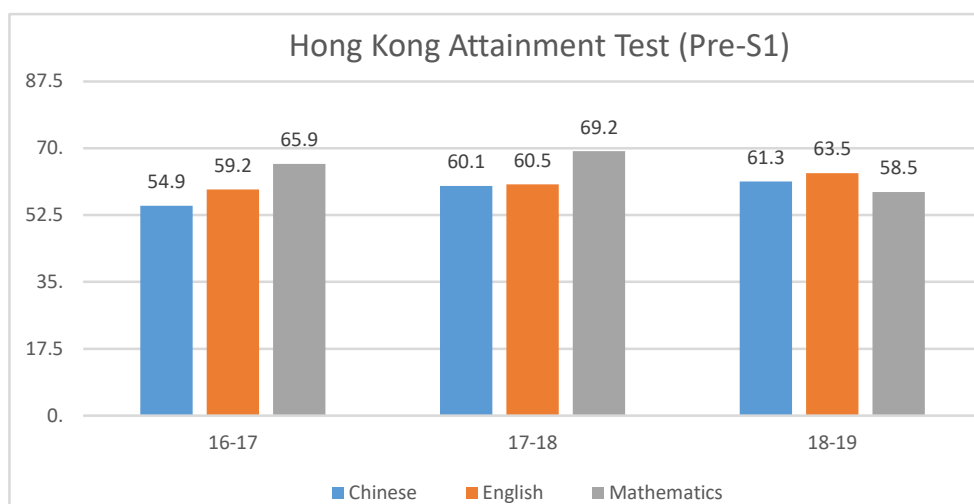
4.1 Students' Attendance (whole school year)

2018-2019	Percentage
S1	98.3%
S2	97.1%
S3	98.1%
S4	96.4%
S5	95.7%
S6	94.8%
Average	96.9%

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
16-17	54.9	59.2	65.9
17-18	60.1	60.5	69.2
18-19	61.3	63.5	58.5

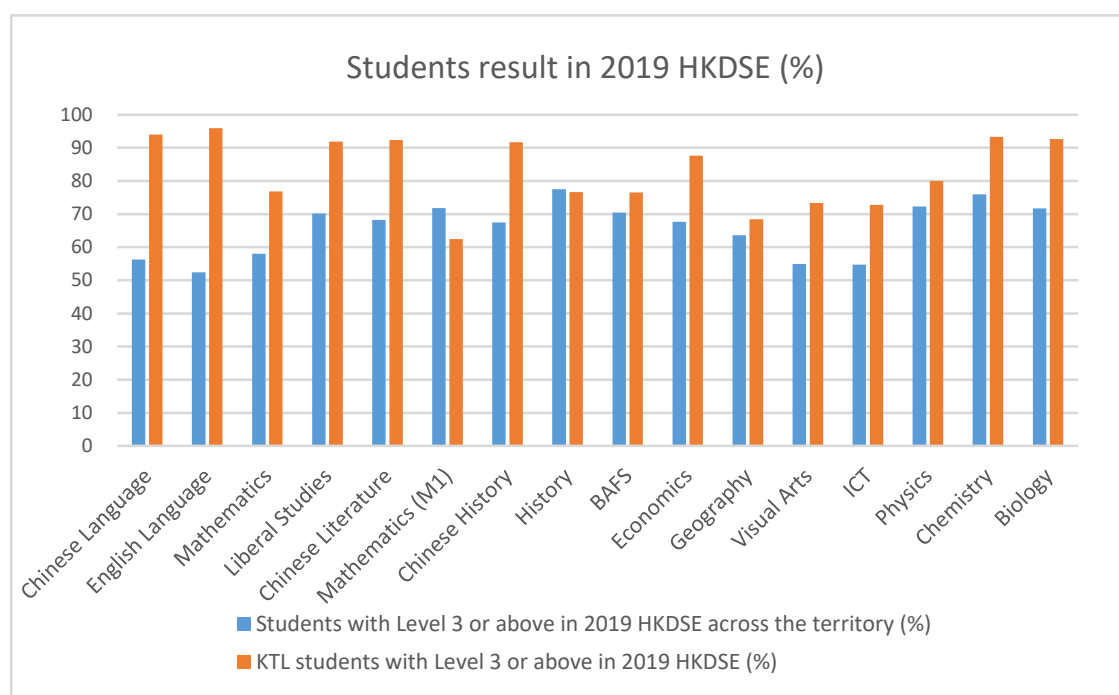


4.3 Results in HKDSE

A total of 100 students sat the 2019 HKDSE. In 15 subjects, including all the four core subjects (Chinese, English, Mathematics, Liberal Studies) and 11 electives, the percentages of our students achieving Level 4 or above were higher than the Hong Kong average. In 10 of them including core subjects, more than half of our students scored Level 4 or above. The most commendable results went to Chinese Language and English Language, each of which saw almost one-fifth of our students attaining Level 5 or above.

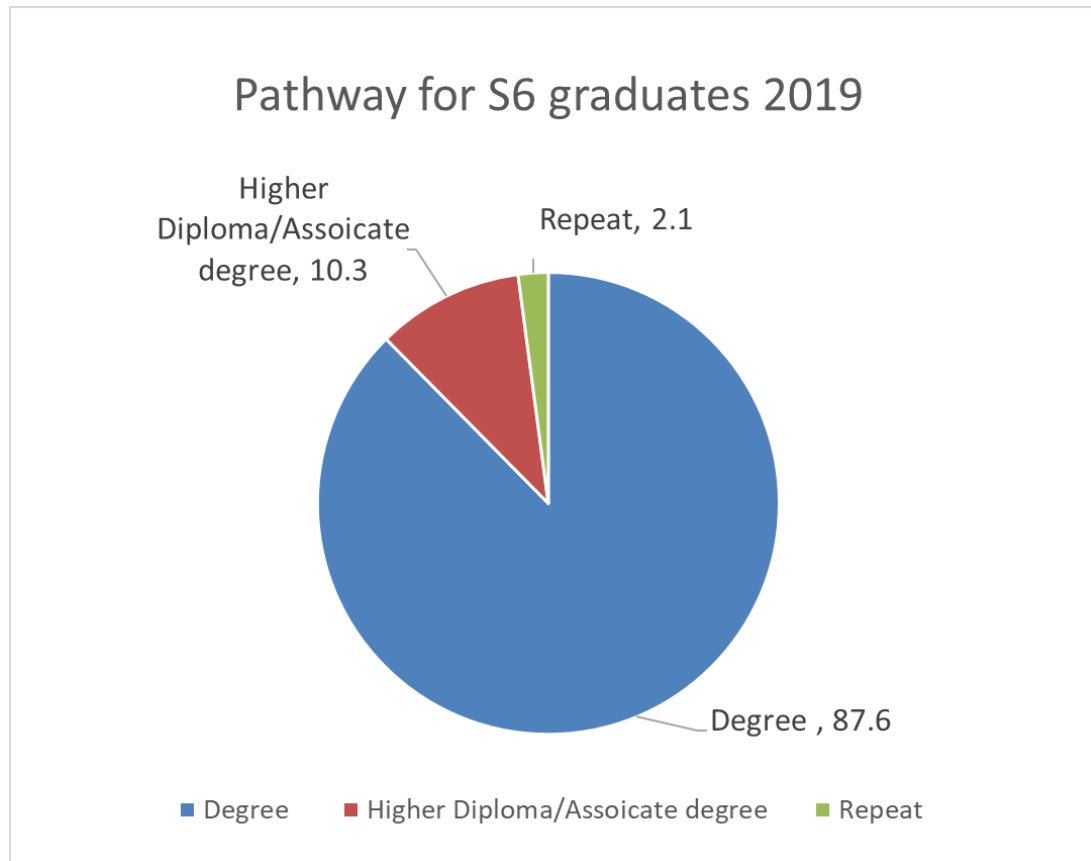
Overall, the percentage of students attaining the minimum requirement for university admission (33222) was nearly 90% while the Hong Kong average was 36.8%. The performance in the four core subjects was truly meritorious with 94% and 96% awarded level 3 or above in Chinese Language and English Language respectively, which were much higher than that of Hong Kong on average as the averages were 56.3% for the former and 52.4% for the latter. 94.9% and 99% of KTL students were awarded level 2 or above in Mathematics and Liberal Studies respectively when the Hong Kong averages were 80.8% and 90.7% in these two subjects.

The top student, Christy Yip Tsz-ting, scored 35 points in six subjects. She excelled in languages, attaining Level 5** in Chinese Language and Level 5* in both English Language and Chinese Literature. She also attained Level 5* in Liberal Studies.



4.4 Pathways of Graduates

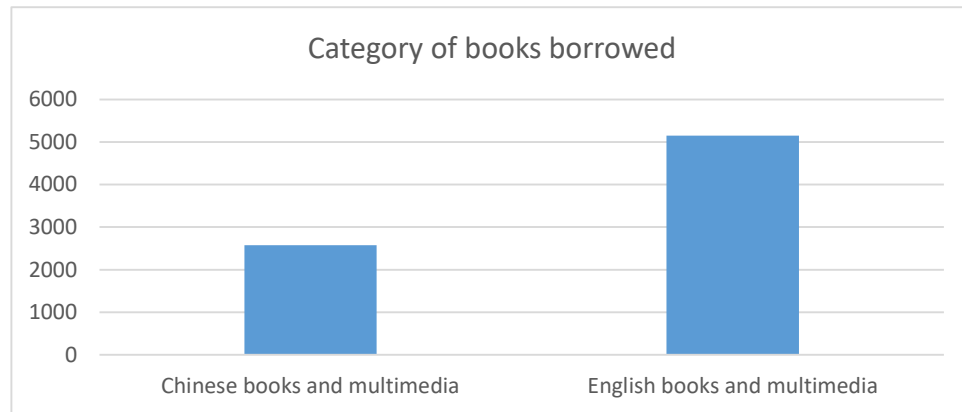
95.9% of students received degree offer while 87.8 % of students received a JUPAS offer in the year 2019. Among the successful JUPAS applicants, 85.8% received a degree offer while the remaining 2.0% received a higher diploma/associate degree offer. The chart below shows the pathway of S6 graduates in 2019.



4.5 Students' Reading Habit

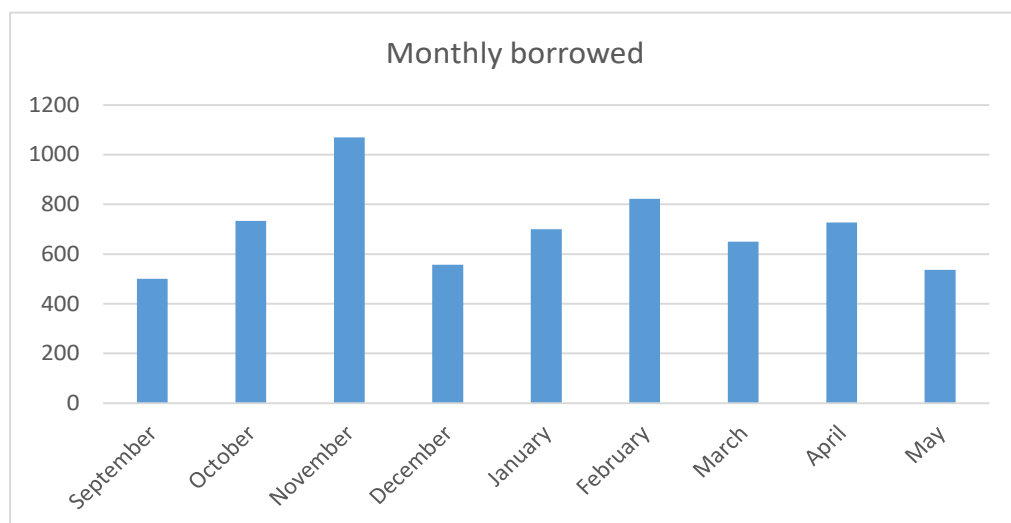
- Number of books borrowed (Year)

Category	2018-2019
Chinese books and multimedia	2099
English books and multimedia	4196



- Monthly borrowed amount

Month	2018-2019
September	501
October	733
November	1069
December	557
January	700
February	822
March	650
April	727
May	536



4.6 Achievements and Awards 2018-2019

Events	Awardees	Results
Academic		
70th Hong Kong Schools Speech Festival – Cantonese & Putonghua		
- Cantonese Solo Verse Speaking	2D Kwan Wai Yan	1 st place
	3C Leung Chun Wing Janisa	2 nd place
	2D Mak Yui Ki	Merit
	3B Ho Nga Sin Jenny	Merit
- Cantonese Solo Prose Speaking	2D Tang Hoi Man	1 st place
	1D Yu Chiu Yuet	2 nd place
	1D Chan Ling Hei	Merit
	1B Tsui Lok Yi	Merit
	5D Mak Wai Kwan	Merit
	5D Pang Ching Yee	Merit
- Cantonese Bible Speaking	2D Kwan Wai Yan	2 nd place
- Putonghua Solo Verse Speaking	2D Kwan Wai Yan	1 st place
	3B Wong Hoi Ching	Merit
- Putonghua Solo Prose Speaking	2D Kwan Wai Yan	1 st place
	5B Cheung Wai Yin	1 st place
	3D Sang Yijia	Merit
	5A Chu Fei Yu Agnes	Merit
- Cantonese Duologue	2C Chan King Yau	Merit
	2C Li Sze Lok	Merit
2018-19 Rotary Inter-School Debating Competition (Greater Bay Area)	5A Lau Cheuk Ying	Best Debater (Round 1)
Inter-School Debating Competition (川辯盃冠軍賽)	5A Chan Nga In 5C Chui Wing In Lettice 5A Lau Cheuk Ying 5A Kwok Tsang In 3C Lee Hui Yi 3C Choi Wai Yiu	Champion
China Essay Competition for Secondary Students (中國中學生作文大賽)	4B Wang Chunyi	Star of the Rising Sun in Literature, Hong Kong Area (香港賽區旭日文學之星)
The Essence of Traditional Chinese Culture Public Speaking Cup (中華傳統文化精粹演講盃)	4B Lui Sui Ki	Merit
	5B Chong Yi Kwan	Merit
Impromptu Chinese Writing Competition (即席揮毫文藝散文創作大賽)	4B Wang Chunyi	Merit
	5A Kwok Tsang In	Merit
Biliteracy and Trilingualism Composition and Speech Competition	4A So Fung Chi	Excellence Award in Chinese Composition (Senior Section)
2nd Hang Seng University of Hong Kong Chinese Literacy Award (第二屆恆大中文文學獎得獎)	5D Pang Ching Yee	Merit
18th Basic Law Debating Competition – Basic Law Cup	5A Lau Cheuk Ying	Best Debater (Division -



		Semi-final)
	5A Kwok Tsang In	Best Debater (Division – 1 st Round)
34th Sing Tao Inter-School Debating Competition - Cantonese	5A Kwok Tsang In	Best Interrogative Debater (2 nd Preliminary)
	5A Chan Nga In	Best Debater (2 nd Preliminary) Best Debater (5 th Preliminary)
	5A Lau Cheuk Ying	Best Interrogative Debater (3 rd Preliminary) Best Debater (3 rd Preliminary) Best Interrogative Debater (4 th Preliminary)
	5C Chui Wing In Lettice	Best Debater (4 th Preliminary)
Dr. Stephen Chan Joint School Micro-novel Writing Competition (陳贊一博士聯校微型小說創作比賽)	5A Wu Ying Chit	1 st Runner-up
Shue Yan Debate Competition (樹仁盃中學校際辯論比賽)	5A Lau Cheuk Ying	Best Debater (2 nd Preliminary)
	5C Chui Wing In Lettice	Best Debater (2 nd Preliminary)
70th Hong Kong Schools Speech Festival - English		
- Solo Verse	2B Lee Yin Wai Jacqueline	3 rd place
	1B Ng Yeuk Tung	Merit
	1D Tam Pak Yi	Merit
	1D Yu Chiu Yuet	Merit
	2C Li Sze Lok	Merit
	2D Lee Erica Zitong	Merit
	2D Mak Yui Ki	Merit
	3B Wong Hoi Ching	Merit
	3C Lee Cheuk Wing	Merit
	3C Leung Chung Man Kinki	Merit
	3C Wong Ka Yi	Merit
- Dramatic Duologue	5A Ngan Sze Man Tiffany 5A So Yik Ying	2 nd place
	3D Ma Kwan Tung Bridget 3D Tang Cheuk Lam	Merit
- Solo Public Speaking	5B Cheung Wai Yin	Merit
	5B Chong Yi Kwan	Merit
“Teen Time” Broadcast Like a Pro	3D Ma Kwan Tung Bridget 3D Chung Yung Denise 3D Lam Shing Wing 3D Tang Cheuk Lam	Winning Team
City University AIS Hong Kong Secondary Schools Debating Competition	4A Wong Grace Dionne 4A Chan Kwan Sheung Gabbie 4A Ching Lok Chee	Champion



Hong Kong Secondary Schools Debating Competition 2018-2019 (EMI, Division 1, First Term)	3D Sang Yi Jia 3D Ma Kwan Tung Bridget 3D Lam Hiu Chi Nicole	Champion
Hong Kong Mathematics Creative Problem Solving Competition	1C Cheuk Chun Yin	Silver Award
	1C Ng Yat Yu	Silver Award
	1D Wong Wan Yi	Silver Award
	2D Hung Man Yin	Silver Award
Huaxiabei National Mathematics Olympic Invitation Competition - Hong Kong District	1C Cheuk Chun Yin	2 nd Prize Award (1 st round)
	1C Wong Hey Yiu Huey	3 rd Prize Award (1 st round)
	1D Cheung Wing Kiu	3 rd Prize Award (1 st round)
	1D Wong Wan Yi	3 rd Prize Award (1 st round)
	2B Yeung Tsz Wing	2 nd Prize Award (1 st round) 3 rd Prize Award (Promotion Round – Huanan Region)
	3D Au Yeung Nga Yu Accalia	3 rd Prize Award (1 st round)
	3D Tam Tsin Wing	2 nd Prize Award (1 st round)
	3D Ye Wing Lam	2 nd Prize Award (1 st round)
Secondary School Mathematics & Science Competition 2019	5D Shum Tung	Distinction in Mathematics
The 1st Inter-School Fintech Application & Innovation Competition organized by CUHK	5A Kwok Tsang In	Champion The Best Presentation Award
	5B Chan Ka Yan	Champion The Best Presentation Award
The Hong Kong Mathematical High Achievers Selection Contest	3D Sang Yijia	Second Honour Award
Li Po Chun UWC Model United Nations	3D Li Mei Wai 3D Sang Yi Jia 4A Cheung Sum Yin	Best Improvement Award
Overseas Ambassador Programme 2019	5A Ngan Sze Man Tiffany 5B Mustafa Mesal Fatima 5C Tsang Uen Yau 5D Mak Wai Kwan 5D Pang Ching Ye	Champion
	5B Chan Hiu Tung 5B Chan Hoi Ching 5B Ho Yin Tung 5B Lai Tsz Ching 5B Li Ip	1 st Runner-Up
The 19th Wofoo Millennium Entrepreneurship Programme	4A Cheng Nga Lok 4A Lee Wing Lam 4A Poon Lok Yan 4A Sit Yiu Man Nicole 4A Wong Wai Sze 4B Wong Wing Chun	Merit Award



The 20th Consumer Cultural Study Award	3D Chan Hiu Tung 3D Fong Sze Wing 3D Lam Yuen Man 3D Poon Wai Kiu 3D Tam Hei Ching 3D Tang Cheuk Lam	Special Mention (Topic Choosing) Award
HKICPA Accounting & Business Management Case Competition	5A Cheuk Tsz Ching	Certificate of Proficiency
	5A Chu Fei Yu Agnes	Certificate of Proficiency
	5A Yip Cheuk Tung	Certificate of Proficiency
	5B Cheung Yuk Ying Rachel	Certificate of Proficiency
	5D Mok Wing Laam	Certificate of Proficiency
HKICPA/HKABE Joint Scholarships for BAFS	5A Ng Tsin Yu Teresa	Awardee
The 9th “Young Financial Planners”	3B Ma Chung Sin 3C Lee Hui Yi 3D Ma Kwan Tung Bridget 3D Tang Cheuk Lam 3D Ye Wing Lam	Awardee
The HKCC Business Excellence Contest	4B Liu Yuen Yan	Judges Commendation
	4B Luk Cho Ying	Judges Commendation
	4B Wong Hei Tung	Judges Commendation
	4B Yeung Cheuk Gi	Judges Commendation
Wofoo Millennium Entrepreneurship Programme (MEP XIX) – Business Proposal	4A Cheng Nga Lok	Merit Award
	4A Lee Wing Lam	Merit Award
	4A Poon Lok Yan	Merit Award
	4A Sit Yiu Man Nicole	Merit Award
	4A Wong Wai Sze	Merit Award
	4B Wong Wing Chun	Merit Award
Joint School Cooking Competition - Cooking King 2019	2D Kong Yee Ki 2D Chow Hiu Ching 2D Choi Lok Hei Hailey	2 nd Runner-up
World Telecommunications Information Society Day 2019 Geocaching Competition	4A Lam Yoncy Wing Hei 4B Chun Ka Wai 4B Mok Yeuk Kan 4C Chan Tze Yu	Champion
9th Hong Kong Secondary School Chinese History Study Award Scheme(第九屆全港中學中國歷史研習獎勵計劃)	5C Wan Pik Yiu	2 nd Prize Award
	6B Lam Wing Yan	2 nd Prize Award
	4A So Fung Chi	Commended Prize
	5C Lee Hoi Yi	Commended Prize
	6C Yim Yin Chun	Commended Prize
	6C Wan Hau Ming	Commended Prize
World Book Day Creative Competition 2019 (Chinese)	4A So Fung Chi	Merit (Senior Secondary Section)
The 30th Secondary Students’ Best Ten Books Election: Commentary Writing	3C Lee Hui Yi	2 nd Runner-up Commended Prize



Competition - Junior Section		
The 30th Secondary Students' Best Ten Books Election: Commentary Writing Competition - Senior Section	5A Lee Sai Ying	Merit Prize Commended Prize
The 30th Secondary Students' Best Ten Books Election: Book Critic Competition - Junior Section	1B Kei Yuk Kwan	Merit Prize
The 30th Secondary Students' Best Ten Books Election: Book Critic Competition - Senior Section	5A Kwok Tsang In	Merit Prize
Harvard Book Prize 2019	5A Kei Tsz Ying	Champion
	5A So Yik Ying	1 st Runner-up
	5A Lui Wing Lam Sarah	2 nd Runner-up
Gerontech Youth Challenge 2018	3C Cheung Ting Wai 3C Leung Hei Ching Chan Man Tsik Lee Hui Yi Chan Wing Tsang	Merit
VR NetDragon Summer Camp	3C Chan Man Tsik 5C Cheung Lok Yi 5D Ho Cheuk Yu	Best VR Work Award
Sports		
HKSSF HK Island and Kowloon Secondary Schools Inter-School Cross Country Competition 2018-19	2C Lo Wing Kiu	Grade C 2 nd Runner-up (Division 3-A3)
55th Hong Kong Schools Dance Festival	3D Tam Tsin Wing	Honours Award
	4B Lok Yi Ching	Honours Award
	4B Lui Sui Ki	Honours Award
	1B Ding Moon Ching	Highly Commended Award
	1B Fung Wing Yan	Highly Commended Award
	2C Cheng Kam Sze	Highly Commended Award
	2C Leung Hiu Ka	Highly Commended Award
	1B Cheung Tsz Yan	Highly Commended Award
	5B Pang Sze Yee	Highly Commended Award
	3D Tam Tsin Wing	Highly Commended Award
	4B Lok Yi Ching	Highly Commended Award
	4B Lui Sui Ki	Highly Commended Award
47th Open Dance Contest	1B Ding Moon Ching	Silver Award
	1B Fung Wing Yan	Silver Award
	2C Cheng Kam Sze	Silver Award
	2C Leung Hiu Ka	Silver Award
	1B Cheung Tsz Yan	Silver Award



	5B Pang Sze Yee	Silver Award
	3D Tam Tsin Wing	Silver Award
	4B Lok Yi Ching	Silver Award
	4B Lui Sui Ki	Silver Award
HKSSF HK Island and Kowloon Secondary Schools Inter-School Swimming Competition 2018-19 Division Three(K1) Girls	5C Li Yuet Sum	Grade A 50M Backstroke Champion Grade A 50M Butterfly Champion Grade A 4X50M Medley Relay Champion
	5D Ho Cheuk Yu	Grade A 4X50M Medley Relay Champion Grade A 50M Freestyle 3rd Runner-up Grade A 100M Freestyle 2nd Runner-up
	5B Chan Hoi Ching	Grade A 4X50M Medley Relay Champion
	3C Wu Ning Ga Lindy	Grade A 4X50M Medley Relay Champion
HKSSF Inter-School Softball Competition 2018-19 Girls	1D Lam Sin Tsz 3B Chan Cheuk Man 3B Chau Wing Lam 3B Chui Tung Hei 3B Leung Nga Wing 3C Cheung Ting Wai 3C Lou Chong Lai 3C Mok Sze Nga 3C Tam Cheuk Wing 3D Yeung Mei Na 4A Aleeza 4B Hsu Tsz Yan 4C Pong Yui Chi 4D So Wai Lam Lilian	2 nd Runner-up
HKSSF Inter-School Volleyball Competition 2018-19 Girls Division Three(K1)	3A Yau Pui Ying 3B Yip Yan Tung 3C Chow Hiu Lam 3C Wong Po Huen 3D Lam Ho Kiu 3D Yeung Tsz Ching 4A Tam Tsz Wing Megan 4B Luo Hiu Lam 4D Yiu Venus	Grade B 2 nd Runner-up
	2A Chan Ka Man Caren 4C Tsoi Hiu Pan 4D Chan Ka Man Karen 6B Lee Lok Wing 6C Ngan Pui Ki	Grade A 3 rd Runner-up



	6D Lai Tsz Suet	
HKSSF Inter-School Athletics Competition 2018-19 Girls Division Three(K2)	5D Sin Mei Ka	Grade A Discus Throw Champion Grade A Shot Put Champion
	4C Chan Tze Yu	Grade B Long Jump 2 nd Runner-up Grade B 100M(H) 3 rd Runner-up
	2C Lo Wing Kiu	Grade C 1500M Champion Grade C 800M 1 st Runner-up
	1C Au Oi Yan	Grade C Long Jump Champion
	2D Yeung Lok Yi	Grade C 400M 3 rd runner-up
HKSSF Inter-School Cross Country Competition 2018-19 Girls Division Three(A3)	2C Lo Wing Kiu	Grade C 2 nd Runner-up
	1D Tse Nok Hang	Grade C Position 5
	2D Yeung Lok Yi	Grade C Position 6
	3B Ng Wai Han	Grade B Position 7
	3D Yeung Tsz Ching	Grade B Position 8
2nd CCC Hoh Fuk Tong Cup Inter-School Archery Competition	4D Yeung Wing Lam	Senior Form 2 nd Runner-up
Secondary School and Tertiary Institution Taekwondo Competition 2019	4C Wong Candace	1 st Runner-up (Girls - Colour Belt)
	2C Sze Hiu Wing	2 nd Runner-up (Girls - Colour Belt)
	2C Wang Mei Po	2 nd Runner-up (Girls - Colour Belt)
	1C Ma Pui Sin	2 nd Runner-up (Girls - Colour Belt)
CCC 3 on 3 basketball Competition	5D Sin Mei Ka	Scoring MVP (Open)
	3A Tam Cheuk Kiu 4A Zalfah Liaqat Gul 5D Mok Wai Man 5D Sin Mei Ka	Champion (Open)
	2A Pang Yee Ting	Scoring MVP (under 16)
	2A Pang Yee Ting 2A Cheung Hau Yan 2C Lee Sum Yuet 2C Lo Wing Kiu	Champion (under 16)
	1C Tse Tsz Ching 1D Chu Hiu Ching 2D Choi Lok Hei Hailey 3B Wong Hoi Ching	Champion (under 12)
	3B Chan Suet Yi 3B Kwok Wing Yau 3B Chim Hau Tung Ashley 3B Ng Wai Han	1 st Runner-up (under 16)
Wu Kwon MITEC Taekwondo	4D Lee Yuen Chun Fiona	1 st Runner-up



Invitation Championship 2018		
Art, Music and Creation		
“We Together! Secure Data!” Poster Design Contest	5A Tang Wing Ka	1 st runner-up
Exhibition of Secondary School Students' Creative Visual Arts Work	6D Leung Hiu Ying	Golden Prize
	6A Ip Nam	Merit
Healthy Conic Strip Contest 2019	5A Tang Wing Ka	Merit
2019 Hong Kong Children and Youth Piano Contest (Senior Group)	2D Chang Lap Man Laurie	Gold Award
71th Hong Kong Schools Music Festival		
- Pipa Solo (Intermediate)	2D Lee Erica Zitong	1 st runner-up
- Vocal Solo-Foreign Language-Age 14 or under-Female Voice-Secondary	2B Chau Uen ying	1 st runner-up
	3D Chung Yung Denise	1 st runner-up
- Vocal Solo-Foreign Language-Age 16 or under-Female Voice-Secondary	4B Yeung Cheuk Gi	2 nd runner-up
Cantonese Opera Fun Day	Guzheng Ensemble	Outstanding Performances
Joint School Music Competition 2019		
- Secondary School String (Violin) Solo - Senior	2D Kong Yee Ki Katie	Silver Award
- Secondary School Solo - Explorer	1D Tang Hay Yan Cherry	Silver Award
- Symphony Orchestra (Secondary)	School Orchestra	Gold Award
Performance with the Metropolitan Youth Orchestra of Hong Kong in the Hong Kong International Tourism Convention	2D Chang Lap Man Laurie	Outstanding Performance Award
14th International Music and Arts Competition – Guzheng (Grade 8)	3C Chan Ka Yan	Gold Award
HKSKH Welfare Council Life Education Promotion Programme – ‘Love – Bound’ Song and Lyric Writing Competition - Open (香港聖公會福利協會生命教育推 廣計劃「愛・連繫」作曲作詞創 作比賽-公開組)	(2017-18 Alumne) Kwok Nga Yiu Kwok Wai Ying Yeung Hiu Laam	Song and Lyric Writing Champion My Favourite Song Award
Others		
Outstanding Girl Guide Election 2019	5B Wong Yee Hang	Outstanding Girl Guide
2018-2019 Youth First Aid Competition	The Red Cross members	6 th place
Star of the Year Award	5A Chu Fei Yu Agnes	Linguistics Area
	6E Wan Hau Ming	Service Area
	5D Sin Mei Ka	Sports Area



	5A Tang Wing Ka	Visual Arts Area
	4B Yeung Cheuk Gi	Music Area
Platinum Jubilee of Kowloon True Light School – 1st Joint School Bilingual Youth Forum	5A Chu Fei Yu Agnes	Best Questioning Award
	4A Chan Kwan Sheung Gabbie	Best Response Award
Youth ImpACT Award	5A Chu Fei Yu Agnes 5D Mok Wai Man 3D Fong Sze Wing 3D Tang Cheuk Lam 2C Li Sze Lok	Bronze Award
Food Angel - Foodstep Journey	1D Cheung Tak Tung 1D Lai Cheuk Kiu Jamie 1D Lee Jasmine 1D Tan Hiu Yan 1D Wat Pui Yu	2 nd Runner-up
Hong Kong Council of the Church of Christ in China – Primary and Secondary School Model Student Award	3D Lam Yuen Man	Model Student Award
	6A Yip Tsz Ting Christy	Model Student Award
11th Kowloon Region Outstanding Student Award	3D Tang Cheuk Lam	Commended Award
	5A Chu Fei Yu Agnes	Commended Award
Sir Edward Youde Memorial Prizes For Senior Secondary School Students	6A Lau Ching Tim Claudia	Awardee
	6B Lam Wing Yan	Awardee
10th National High School Students Leadership Competition (第十屆全國中學生領導力展示會)	6A Lee Man Tung 6A Lam Hei Yiu 3D Sang Yijia 3D Tang Cheuk Lam 3D Fong Sze Wing 2C Zhen Yuying 2D Kishiro Riri 2C Li Sze Lok	The Bauhinia Community Service Team Award 1 st Prize Award (School – Overall)
The Society of Rehabilitation and Crime Prevention, Hong Kong - Mock Trial Justice Education Project	2D Kishiro Riri 4A Poon Lok Yan 4A Tse Yan Tung 4A Wong Yuet Yee Katharine 5A Chu Fei Yu Agnes 5A Tse Yan Ting 5B Ho Yin Tung 3D Xu Pak Lam 3C Lou Chong Lai	Champion
	5A Tse Yan Ting	Best Lawyer Award
	4A Tse Yan Tung	Best Witness Award
	2A Ho Po Hei 2A Li Tsz Yu 2C Li Sze Lok 2C Zhen Yuying 3B Chau Wing Lam 3C Leung Hei Ching 3C Leung Ho Yi 2D Tang Hoi Man 2D Chang Lap Man Laurie 2D Tsoi Tsz Ue 2B Choi Kit Ying	My Favorite Justice Think Tank – 3 rd Prize



5. MAJOR CONCERNS

5.1 *Achievements and Reflections for the year 2018– 2019*

● *Major Concern 1:*

To develop students into self-directed learners in a knowledge-based learning atmosphere

Achievements

- A. To enhance students' skills in inquiring, thinking, presenting for maximizing the effectiveness of learning and teaching and for enhancement purpose
1. To adopt the approach of "Learning, Thinking, Showing and Reviewing" in curriculum planning
 - ◆ In curriculum guides and assessment blueprints of nearly all panels, expectations on thinking skills development of students of different abilities across the level were stipulated.
 - ◆ Graphic organizers were explicitly adopted in teaching materials. Most teachers showed the awareness of adopting such methods to visualize complex ideas and their intricate connections. Students were also instructed to form graphic organizers to illustrate their understanding.
 - ◆ Inquiring questions and pre-lesson preparation tasks were designed for students in most subjects.
 - ◆ Most panels included reflective thinking tasks in specific modules.
 - ◆ More teaching tools were introduced (e.g. Randomizer) and purchased (removable white boards, cue cards, etc.) for a wider range of grouping routines.
 2. To incorporate exploratory and problem-solving elements into the curriculum
 - ◆ Annual cross-curricular projects and modules were conducted and coordinated by LTC.
 - ◆ The concept of View to Views in English Language and Liberal Studies were extended in Junior Secondary. There were 6 modules in each level.
 - ◆ CLIL was refined for nurturing students' reading skills for exploring and problem solving as well as presentation skills for showing learning outcome, such as mnemonic devices, note-taking, textbook reading, PBL skills, etc.
 - ◆ Incorporation of debating skills in Chinese Language and Liberal Studies was conducted in the second term.
 - ◆ A STEM coordinator was assigned to work with the Assistant Principal and all STEM-related panels to develop STEM curriculum in junior forms so as to develop inquiry-based elements such as designing and problem-solving skills.



3. To develop higher achievers through gifted education
 - ◆ Course-based and team-based trainings were offered by both subject panels and committees. Gifted students were provided various both in-house and off-campus learning opportunities.
 - ◆ Gifted students' emotional and social needs were catered for through workshops regarding affective education.
 4. Others
 - ◆ Collaborations between schools took place. Other than schools from Mainland China, exchange tours, service tours and web conferences to/with Russia, Austria, Japan, Singapore and Mexico, etc. were organized. All these learning opportunities required students to think proactively with an inquisitive mind.
- B. To promote the development of quality lesson plans and of teaching materials for professional development among teachers
1. To equip students and teachers essential skills for the approach of "Learning, Thinking, Showing and Reviewing"
 - ◆ The use of graphic organizers were introduced in S1 Bridging course and CLIL.
 - ◆ A Collaborative Learning Manual was distributed to teachers so as to suggest ideas for grouping routines.
 2. To develop quality lesson plans and effective lesson delivery
 - ◆ All panels conducted their mini lesson study plans.
 - ◆ VP and APs attended PLSs and provide feedback through lesson observation and homework inspection.
- C. To build students' self-directed learning skills
1. Learning habits and studying skills were developed among students
 - ◆ Learning habits such as goal-setting and time management, were introduced in S1 Bridging Course, True Light Bearers Course in S2 and Buzzing Time.
 - ◆ Learning habits including an inquisitive mind, peer learning and identification of learning styles were introduced in S4 Learning Camp and Buzzing time.
 - ◆ Learning skills such as note-taking, textbook reading, mnemonic devices were introduced in CLIL.
 - ◆ Subject-based instructions were mentioned in Department Handbook as guidelines for teachers in terms of effective teaching, coaching and counseling and expectations on students. Most panels designed subject-based learning reflection questions.



- ◆ Theme-based academic events with the elements of self-directed learning were conducted, such as Academic Week, Humanities Week and English Language Festival.

2. A reading culture is further developed.

- ◆ Reading across the Curriculum was refined with the collaboration of the English Panel and EMI Panels.
- ◆ Article-based reading materials were developed in all academic subjects under an extended reading scheme.

Reflection

- Adjustment of the cross-curricular projects will take place with consideration of a balance of workload among students across levels, KLAs, methods of data collection and natures of the products.
- Student-initiated topics and student-led sessions can be included in some subjects to further enhancing student's self-directed learning and active learning.
- Implementation of gifted education policy will adhere to the school's gifted education framework "Sight, Heart, Mind".



● **Major Concern 2:**

To nurture students' positive values through creating a positive school culture

Achievements

- A. To instil values of “CAPE of FRUIT” in our younger generation in an ever-changing era.
1. Both formal and informal curriculum about core values in E&RE lessons, TLB Course, form-based teaching packages in PVE Courses, “Living with Wisdom” Seminars were revised using religious approach and materials derived from Chinese literary texts. In E&RE lessons / CP, life and value education was further enhanced through case study about daily discipline or counselling problems. Chinese and English teachers provided and encouraged students to read articles or stories related to value education.
 2. More sharing time was allocated to DGC members to promote courtesy, manner and value education on Tuesday morning assemblies.
 3. CTV, DGC and SAC held a video shooting competition about courtesy and manners in daily life.
 4. Courtesy criteria were discussed and reviewed in Staff Development Day.
- B. To further develop the leadership qualities of student leaders
1. Different experiential activities were offered to identify their leadership at junior level such as S.1 TLB Camp, S.1 Food Angel Visits, Dance A Life Workshop and movie sharing. Students felt inspiring and gained positive energy.
 2. At least one committee member was from junior forms in each activity group, which could unleash students' potential on leadership at young age.
 3. Advanced leadership training was provided for all ECA heads such as leadership training camp and joint school activities. These activities broadened the leaders' horizon and fostered their leadership.
 4. Self-directed Activities Programme was implemented. Each student group handed in a proposal and applied for subsidies. The AV Team applied and held a wild camp activity successfully while the English Debate Team organized a school debating competition. These programmes allowed students to gain a lot of refreshing experience in something new to them.
- C. To cultivate the sense of belonging to school
1. Various anniversary activities were held to gather True Light Bearers of different generations to celebrate the relocation of Kowloon True Light School in Hong Kong such as Gallery of the Exquisitely Sensitive, Homecoming Trip to Guangzhou True Light, the Sound of Pearl Wien & Salzburg 2019 Music Tour, Anniversary Variety Show, CD production and different publications.
 2. Different KTL gatherings such as Lunar New Year Fair Stalls, S1 musical, sister form assemblies were held to develop the students' positivity and foster their love for school.
 3. School songs and other True Light songs were taught in Music, Chinese and English

lessons. These strengthened their sense of belonging for True Light Bearers.

Reflection

- It was a success promoting assiduity and perseverance this year. We believe the next step for students to take is internalize the knowledge and skills for self-assurance while stretching their limits. Cultivating students' attitude with the will to explore, to take responsibilities, to make breakthroughs and reach new heights and to discipline themselves will be our new focus.
- Although most students have become more assiduous and persevering through the programmes above, there are still a number of students who are lacking confidence. Thus, to help students develop certain positive core values like perseverance and optimism in setting life goals, giving thanks and self-appreciation is our concern next year. We will explore different means to strengthen their character building.
- While we help students pursue excellence in talent and leadership development, there should be various platforms for students to showcase their achievements. To provide leadership training and award scheme for self-directed high achievers, various activities will be held. These are different opportunities for our student leaders and students with different aesthetic talents to work for a common goal.



● **Major Concern 3:**

To foster collaborative learning of the teaching team within and beyond the school

Achievements

- A. Most teachers can grasp the concept and master the implementation of “Learning, Thinking, Showing and Reviewing” in classroom teaching.
1. The process of lesson study was introduced in staff meetings and panel head meetings. Most teachers understood the teaching methodology of “Learning, Thinking, Showing and Reviewing” and applied it in lessons. The result was reflected in the lesson observation. More students gave more detailed oral response in class.
 2. The reports for mini-lesson study were collected. From the reflection given by teachers, different teaching skills were used and they echoed the implementation. Teachers also demonstrated “Learning, Thinking, Showing and Reviewing” in lesson observation. Good exemplars were invited to share about their teaching plan with the other teachers in a staff development session organized in June 2019.
 3. Professor Cheng Chi Keung from the Education University of Hong Kong was invited to share with us about insight for the implementation of lesson study and the design of thought-provoking tasks on 21st Aug. Most teachers found the sharing useful for their professional development according to the survey conducted.
 4. With a view to promoting positive education, Ms Angie Shum from the Hong Kong Jockey Club Centre for Suicide Research and Prevention (CSRP) was invited to share with our teachers about the application of positive psychology in school on 24th Oct.
 5. The development trip was organized from 30th Nov to 1st Dec in 2018. Teachers were inspired by their counterparts in Guangzhou about their teaching method and the use of teaching aids.
 6. Sharing about the implementation of the learning strategies was conducted with the teachers of the Primary Section in June 2019
- B. New teachers are more equipped with skills and knowledge for teaching and positive development among students.
1. Principal Lee and VP Law shared with new teachers about effective lesson practice on 1st Sep. The experience was found useful for new teachers to plan their lessons.
 2. Workshops were organized for new teachers on 29th Oct and 20th Dec, where they learnt about the use of “Learning, Thinking, Showing and Reviewing” and positive psychology.
 3. Lunch gathering was organized on 4th Jan for enhancing the communication between mentors and mentees. They found the activity fruitful as it provides a good chance for sharing different teaching ideas.
 4. Veteran teachers were invited to be the mentors of new teacher and as advisors in curriculum design of Chinese Language and English Language. Their teaching experience was valuable for new teachers and the development of curriculum pinpointing the need of our students.



5. Mentors shared their teaching experience and conducted on-site training.
- C. The gap between novice and veteran teachers is bridged by enhancing their team spirit and communication.
1. A BBQ gathering was held and all teachers were invited. Around 20 teachers joined the activity and enjoyed a relaxing evening with nice food. Team building games were organized and the process enhanced their mutual understanding and teamwork among teachers.
- D. The coherence and professionalism of the senior and middle managers are strengthened.
1. Regular gathering was organized and topics related to school administration were discussed. More experience could be gained by our senior and middle managers in the decision-making process. In addition, they could have a more holistic understanding in the operation of different subjects and committees in the school.

Reflection

- The application of cooperative learning and e-learning in lessons will be promoted with more references material and teaching aids provided for teachers.
- Professional dialogue can be enhanced for teachers between the Primary and Secondary Sections by school visit, presentation and lesson observation so as to facilitate the transition in S1 bridging. Lesson observation of different sections can be carried out so that teachers can have more professional dialogue concerning the implementation of “Learning, Thinking, Showing and Reviewing” in classroom teaching.
- Good examples from PLS and mini-lesson study can be promoted in staff development workshops in order to appreciate the effort of the panels involved.



5.2 Feedback on Future Planning

- The school curriculum is further developed to enhance higher order thinking and active learning while student's learning skill and attitude essential for a self-directed learner is fostered by the coordinated efforts of different departments.
- Better coordination of various in-house and off-campus learning opportunities for gifted students can help develop high achievers.
- E-learning policy should be refined to equip teachers with technology competencies in using electronic device to improve L&T.
- There will be added emphasis on the tradition of True Light and students' decent manners.



6. SCHOOL FINANCIAL REPORT

6.1 2018 – 2019 Financial Summary (Unaudited Report)

	<u>Income</u>	<u>Expenditure</u>
	\$	\$
I. <u>Government Funds</u>		
1) <u>EOEBG</u>		
Administration Grant (include Admin. Grant for Add'l Clerical Assistant)	3,897,545.80	3,393,676.00
Capacity Enhancement Grant	613,766.00	446,328.00
Composite Information Technology Grant	407,214.00	403,128.06
Air-conditioning Grant	560,265.00	97,810.00
Air-conditioning Grant for Preparation Room of Laboratories	15,548.52	-
Composite Furniture and Equipment Grant	468,052.64	295,754.30
Enhancement Grant	6,536.20	3,164.80
Lift Maintenance Grant	32,718.60	66,740.00
Special Grant on Typhoon Disturbance	102,090.00	102,090.00
Consolidated Subject Grant	166,086.40	54,635.60
Recurrent English Language Grant	19,600.28	7,292.10
Prog Fund for Whole-Sch Ap to Guid & Dis	7,846.80	2,141.00
Supplementary Grant	217,290.32	146,406.60
Training and Development Grant	8,978.92	7,926.50
School & Class Grant		
— Grant Received	735,508.12	1,425,622.16
— Other Income	399,886.90	
	<u>7,658,934.50</u>	<u>6,452,715.12</u>
2) <u>Outside EOEBG</u>	<u>7,549,568.69</u>	<u>5,313,781.76</u>
II. <u>School Funds</u>		
1) Tong Fai (including rental income, bank interest, donation etc.)	986,520.45	1,159,458.15
2) Collection of fees for specific purposes	202,740.00	206,162.50
	<u>1,189,260.45</u>	<u>1,365,620.65</u>

