

# Kowloon True Light School School Report 2019-2020



# Kowloon True Light School

## 2019-2020 School Report

### Content

|          |  |                                 |
|----------|--|---------------------------------|
| <b>1</b> | <b>OUR SCHOOL</b>  |                                 |
| 1.1      | <a href="#"><u>School Brief History, Motto, Vision and Mission</u></a>                         | <a href="#"><u>P. 1</u></a>     |
| 1.2      | <a href="#"><u>Incorporated Management Committee</u></a>                                       | <a href="#"><u>P. 1</u></a>     |
| 1.3      | <a href="#"><u>School Organization Structure</u></a>   | <a href="#"><u>P. 2</u></a>     |
| 1.4      | <a href="#"><u>Staff Profile</u></a>   | <a href="#"><u>P. 3-4</u></a>   |
| 1.5      | <a href="#"><u>Professional Development of Teachers</u></a>                                    | <a href="#"><u>P. 4-6</u></a>   |
| <b>2</b> | <b>OUR LEARNING AND TEACHING</b>   |                                 |
| 2.1      | <a href="#"><u>Number of School Days in the Academic Year</u></a>                              | <a href="#"><u>P. 7</u></a>     |
| 2.2      | <a href="#"><u>Student Population</u></a>  | <a href="#"><u>P. 7</u></a>     |
| 2.3      | <a href="#"><u>Our Curriculum</u></a>  | <a href="#"><u>P. 7-8</u></a>   |
| 2.4      | <a href="#"><u>Subjects Offered</u></a>  | <a href="#"><u>P. 8</u></a>     |
| 2.5      | <a href="#"><u>Medium of Instruction and Language Policy</u></a>                               | <a href="#"><u>P. 8-9</u></a>   |
| 2.6      | <a href="#"><u>Cross-curricular Learning</u></a>   | <a href="#"><u>P. 9</u></a>     |
| 2.7      | <a href="#"><u>Catering for Learner Diversity</u></a>  | <a href="#"><u>P. 10</u></a>    |
| 2.8      | <a href="#"><u>Languages</u></a>   | <a href="#"><u>P. 10</u></a>    |
| 2.9      | <a href="#"><u>STEM</u></a>  | <a href="#"><u>P. 10</u></a>    |
| 2.10     | <a href="#"><u>Humanities</u></a>  | <a href="#"><u>P. 11</u></a>    |
| <b>3</b> | <b>SUPPORT FOR STUDENT DEVELOPMENT</b>   |                                 |
| 3.1      | <a href="#"><u>Nurturing Programme</u></a>   | <a href="#"><u>P. 12-13</u></a> |
| 3.2      | <a href="#"><u>Whole-school Approach to Guidance &amp; Discipline and Health Education</u></a> | <a href="#"><u>P. 13</u></a>    |
| 3.3      | <a href="#"><u>Spiritual Development</u></a>   | <a href="#"><u>P. 13-14</u></a> |
| 3.4      | <a href="#"><u>Life Planning Education</u></a>   | <a href="#"><u>P. 14-15</u></a> |
| 3.5      | <a href="#"><u>Talent Development and Leadership Development</u></a>                           | <a href="#"><u>P. 15</u></a>    |
| 3.6      | <a href="#"><u>Social Service and National Education</u></a>                                   | <a href="#"><u>P. 16-17</u></a> |
| 3.7      | <a href="#"><u>Environmental Education</u></a>   | <a href="#"><u>P. 17</u></a>    |
| 3.8      | <a href="#"><u>SEN</u></a>   | <a href="#"><u>P. 17-18</u></a> |
| 3.9      | <a href="#"><u>Financial Support</u></a>   | <a href="#"><u>P. 18</u></a>    |
| <b>4</b> | <b>STUDENT PERFORMANCE</b>   |                                 |
| 4.1      | <a href="#"><u>Students' Attendance</u></a>  | <a href="#"><u>P. 19</u></a>    |
| 4.2      | <a href="#"><u>Hong Kong Attainment Test (Pre-S1)</u></a>                                      | <a href="#"><u>P. 19</u></a>    |
| 4.3      | <a href="#"><u>Results in HKDSE</u></a>  | <a href="#"><u>P. 20</u></a>    |
| 4.4      | <a href="#"><u>Pathways of Graduates</u></a>   | <a href="#"><u>P. 21</u></a>    |
| 4.5      | <a href="#"><u>Students' Reading Habit</u></a>   | <a href="#"><u>P. 22</u></a>    |
| 4.6      | <a href="#"><u>Achievements and Awards</u></a>   | <a href="#"><u>P. 23-28</u></a> |
| <b>5</b> | <b>MAJOR CONCERNS</b>  |                                 |
| 5.1      | <a href="#"><u>Achievements and Reflections on Major Concerns for the year 2019-20</u></a>     | <a href="#"><u>P. 29-37</u></a> |
| 5.2      | <a href="#"><u>Feedback on Future Planning</u></a>   | <a href="#"><u>P. 37</u></a>    |
| <b>6</b> | <b>SCHOOL FINANCIAL REPORT</b>   |                                 |
| 6.1      | <a href="#"><u>School Financial Summary</u></a>  | <a href="#"><u>P. 38</u></a>    |

## 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 the 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 2019-2020*

"Only YOU"

### 1.2 Incorporated Management Committee

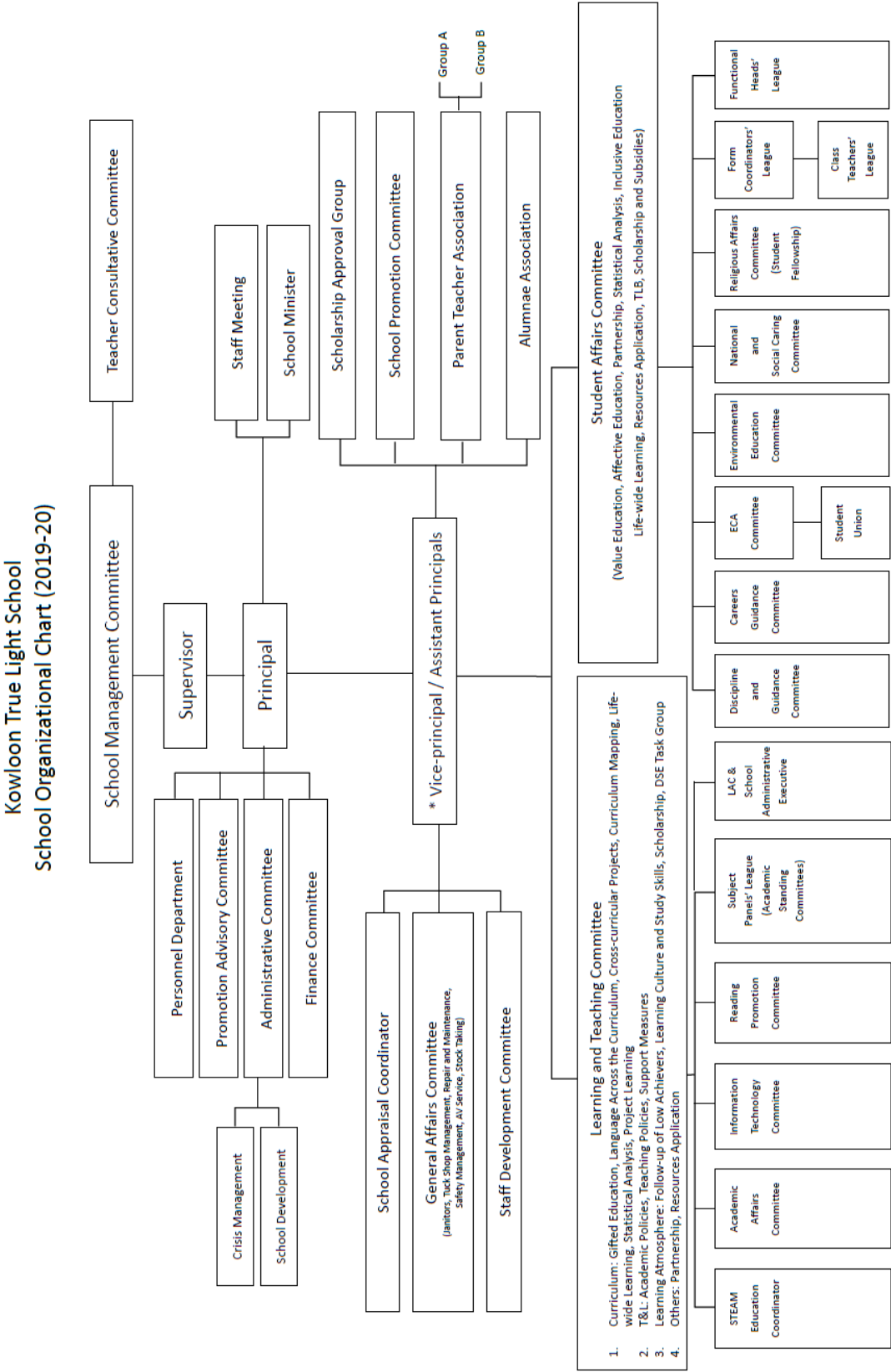
The Incorporated Management Committee (IMC) was set up in September 2017.

| 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 2019-2020



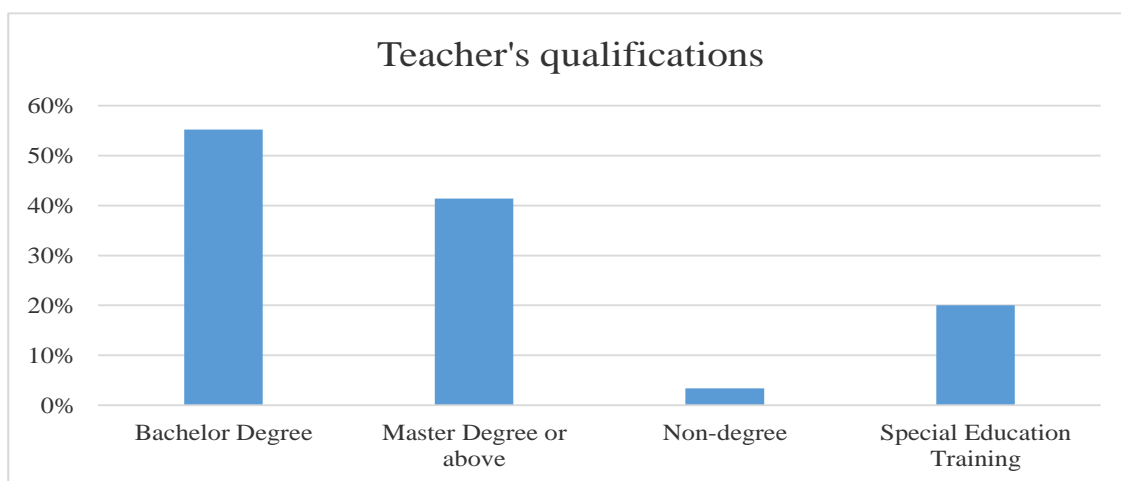
## 1.4 Staff Profile

- Number of staff

| Post                                     | No. |
|--|-----|
| Teaching Staff (including the principal) | 58  |
| Clerical Staff                           | 9   |
| Teaching Assistant                       | 1   |
| Laboratory Technicians                   | 2   |
| IT Assistant                             | 1   |
| School Social Workers                    | 3   |
| Educational Psychologist                 | 1   |
| Janitors                                 | 8   |

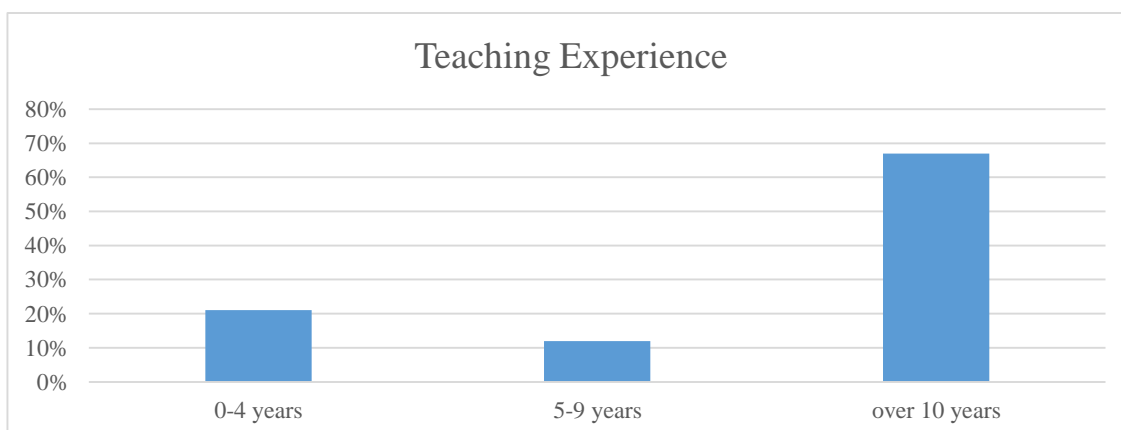
- Teachers' qualifications

| Qualifications | Bachelor Degree | Master Degree or above | Non-degree | With Teacher's Training | Special Education Training |
|----------------|-----------------|------------------------|------------|-------------------------|----------------------------|
| Percentage     | 55.2%           | 41.4%                  | 3.4%       | 91%                     | 20%                        |



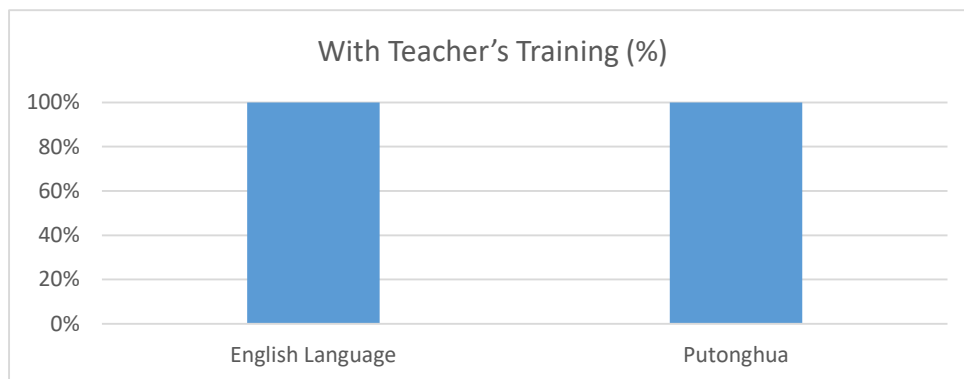
- Teachers' experience

| Teaching Experience | 0-4 years | 5-9 years | over 10 years |
|---------------------|-----------|-----------|---------------|
| Number              | 12        | 7         | 39            |
| Percentage          | 21%       | 12%       | 67%           |



#### 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                                 | 1290 hrs |
| Average CPD hours of teachers                               | 22.6 hrs |

#### Staff Development Programmes 2019-20

- 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 2019-20: (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 | <b>Staff retreat</b><br>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.                       |
|               | <b>Individual Meeting with the Principal</b><br>Opinions collected are to be used for future planning or refinement of school policies.                               | Principal, VPs and Panels concerned are involved. |
|               | <b>Principal's meeting with senior and middle managers</b><br>Gatherings were organized regularly and topics related  |   |



|                              |   |   |
|------------------------------|---|---|
|                              | to school administration were discussed. Senior and middle managers gained more experience in decision-making process.  |   |
| <b>Staff Personal Growth</b> | <b>New Staff Induction Program and Mentorship Scheme</b><br>- Mr. Cheung Pak Ki, Mr. Ng King Fai, Ms. Sun Tsui Shan, Mr. Yim Man Shun, Mr. Lam Chun Tung, Ms. Au Yeung Ying Ying were mentors of new teachers.<br>- In collaboration with the Religious Affairs committee, new staff lunch gatherings were organized in Oct, Dec, Feb, Mar, Apr, and May to provide our new teachers with spiritual support and pastoral care.  | Related to Major Concern 1.<br>*Gatherings were arranged regularly over the year. |
| <b>Learning and Teaching</b> | <b>Seminar / Workshop</b><br>- Our staff joined a sharing held by Dr. Lau Kit Ling and teachers gained insights into the application of self-regulated learning in our curriculum. It was valuable experience when we conduct our lessons with “Learning, Thinking, Presenting and Evaluating”.   | Related to Major Concern 1  |
|                              | <b>Professional Learning Community (PLC)</b><br>- Every panel head conducted a Professional Learning session for each subject / key learning. Regularly conducted for the discussion of issues concerning the developmental need of panels.<br>- Mini-lesson study was carried out for each academic subject in order to raise our teaching efficacy. The themes echo the implementation of “Self-directed learning” and “Learning, Thinking, Presenting and Evaluating”. | Related to Major Concern 1  |
|                              | <b>Support to the Online Lesson</b><br>Collaborating with the ITC, SDC organized teacher’s workshops to equip teachers with skills to conduct the online lesson. Also, a website promoting apps that help enhance T-S interaction in online lessons was constructed.  | Related to Major Concern 1  |
|                              | <b>Lesson Observation and Post Observation Conference for teachers</b><br>Extended support for new and serving teachers based on lesson observation in the first term was offered for identifying strengths and weaknesses.   | Principal, VPs and Panels concerned are involved.                                 |
|                              | <b>Teacher R&amp;D Teams:</b><br>The application of “OneNote Class Notebook” in providing multi-modal feedback in the assignment was discussed.   | Related to Major Concern 1  |
|                              | <b>Assignment Inspection and Written/ Oral Feedback</b><br>Teachers were appraised in terms of teaching, marking and learning materials design qualities.   | Related to Major Concern 1  |
| <b>Student Support</b>       | <b>Seminar / Workshop</b><br>In the second staff development program, a seminar on the growth mindset and the need of SEN students was conducted.   | Related to Major Concern 2  |
|                              | <b>Individual Teacher’s Professional Development Programme</b><br>Two teachers took the courses regarding Special Education Needs provided by the EDB from May to July.   | Related to Major Concern 2  |



|  |   |  |
|--|---|--|
| <b>Professional Exchanges with Various Parties</b> | <b>Exchange Programs</b><br>- In order to improve the bridging between our primary and secondary sections, lesson observation was organized by SDC on Oct 2019. The theme of the meeting was “Self-directed learning” and the implementation of “Learning, Thinking, Presenting and Evaluating” in the secondary section. Teachers from the primary and kindergarten section visited the classes of the secondary section. Teachers from different sections learned from each other in the sharing session organized afterward.<br>- Ms. Tsang Ching Yi conducted a mini-lesson study with the BAFS teacher of Carmel Secondary School.<br>- Ms. Chan Siu Yu conducted a mini-lesson study with the Economics teacher of Kowloon Tong School.<br>- Mr Leung Shong Tung conducted a mini-lesson study with the Geography teacher of Cheung Chuk Shan College | Sharing and professional seminars among teachers |
| <b>Leadership and Management</b>                   | <b>Chinese Language</b><br>- Participated in the School-based Support Services organized by the EDB. Lesson study was conducted so as to investigate on the implementation of writing curriculum.   | Related to Major Concern 1                       |
|  | <b>English Language</b><br>- The English department collaborated with the Chinese University of Hong Kong for a QEF project, which aims to polish students’ writing skills with 3Cs.  | Related to Major Concern 1                       |
|  | <b>Mathematics</b><br>- The panel head joined the 70th Anniversary of the Founding of the People's Republic of China (70A) Series – Exchange tour to Beijing (Innovation and Technology - Key to Prosperity)  | Related to Major Concern 1                       |
|  | <b>Liberal Studies</b><br>- The LS department collaborated with the Hong Kong Baptist University for a QEF project, which aims to nurture students’ media literacy.   | Related to Major Concern 1                       |
|  | <b>Others</b><br>- The Computer department joined a program organized by SenseTime to integrate Artificial Intelligence (AI) curriculum into the junior secondary curriculum.<br>- The Geography department collaborated with the Chinese University of Hong Kong to organize an environmental protection program “Ridge to Reef” .   | Related to Major Concern 1                       |





## 2 OUR LEARNING AND TEACHING

### 2.1 Number of school days in the academic year

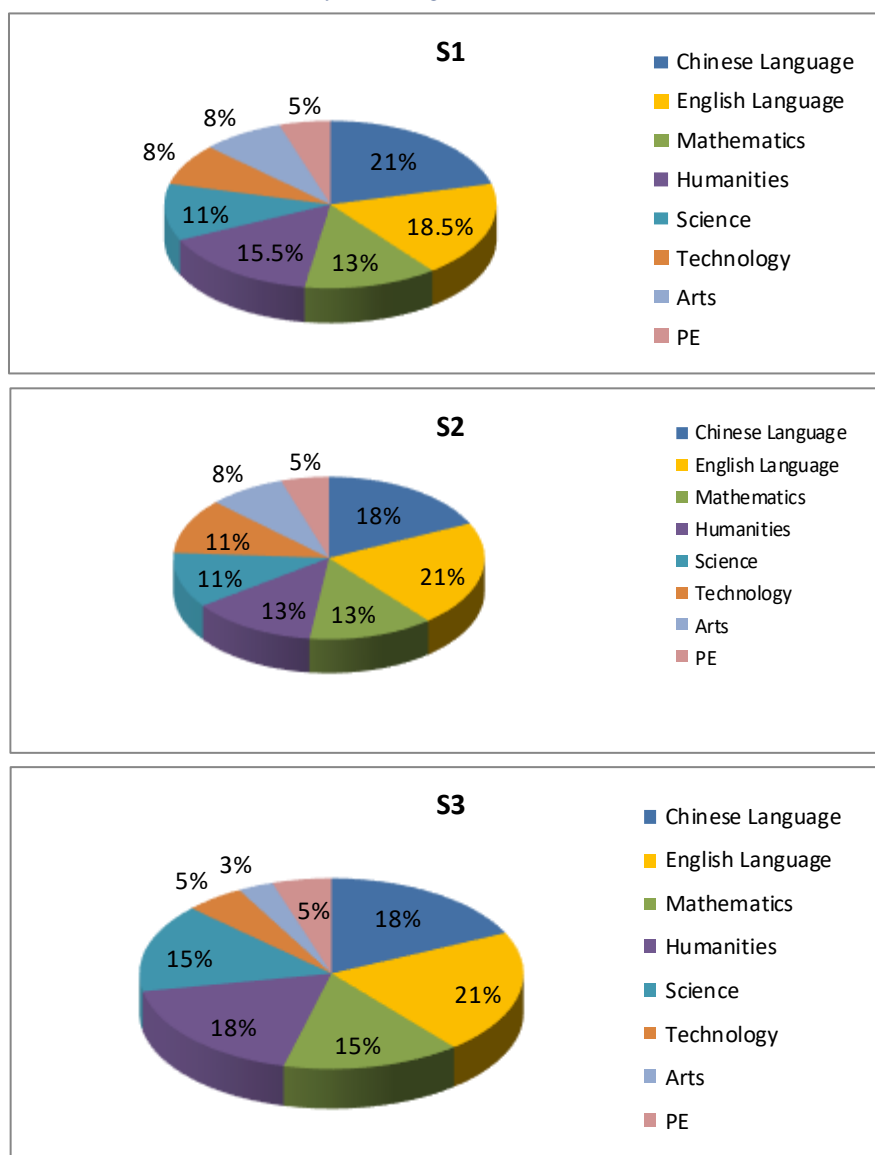
| Number of school days in 2019-2020  |          |
|---|----------|
| Number of days with normal lessons  | 194 days |
| Number of days with learning activities for whole school or junior forms. | 6 days   |
| Number of days for uniform tests & examinations                           | 28 days  |

### 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           | 128 | 123 | 115 | 103 | 105 | 94 | 668   |

### 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 2019-2020 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> |
|--|------------|------------|------------|------------|------------|------------|
| <b>Chinese Language Education</b>                  |            |            |            |            |            |            |
| ● Chinese Language                                 | ▲          | ▲          | ▲          | ▲          | ▲          | ▲          |
| ● Chinese Literature                               |            |            |            | △          | △          | △          |
| ● Putonghua  | ▲          | ▲          | ▲          |            |            |            |
| <b>English Language Education</b>                  |            |            |            |            |            |            |
| ● English Language                                 | ▲          | ▲          | ▲          | ▲          | ▲          | ▲          |
| <b>Mathematics Education</b>                       |            |            |            |            |            |            |
| ● Mathematics                                      | ▲          | ▲          | ▲          | ▲          | ▲          | ▲          |
| ● Mathematics M1                                   |            |            |            | △          | △          | △          |
| <b>Personal, Social &amp; Humanities Education</b> |            |            |            |            |            |            |
| ● Liberal Studies                                  | ▲          | ▲          | ▲          | ▲          | ▲          | ▲          |
| ● Geography  | ▲          | ▲          | ▲          | △          | △          | △          |
| ● History  | ▲          | ▲          | ▲          | △          | △          | △          |
| ● Economics  |            |            |            | △          | △          | △          |
| ● Chinese History                                  | ▲          | ▲          | ▲          | △          | △          | △          |
| ● Business, Accounting and Financial Studies       |            |            |            | △          | △          | △          |
| ● Religious Studies                                | ▲          | ▲          | ▲          | ▲          | ▲          | ▲          |
| <b>Science Education</b>                           |            |            |            |            |            |            |
| ● Integrated Science                               | ▲          | ▲          |            |            |            |            |
| ● Physics  |            |            | ▲          | △          | △          | △          |
| ● Chemistry  |            |            | ▲          | △          | △          | △          |
| ● Biology  |            |            | ▲          | △          | △          | △          |
| <b>Technology Education</b>                        |            |            |            |            |            |            |
| ● Computer Literacy                                | ▲          | ▲          | ▲          |            |            |            |
| ● Information Computer & Technology                |            |            |            | △          | △          | △          |
| ● Home Economics                                   | ▲          | ▲          | ▲          |            |            |            |
| ● Physical Education                               | ▲          | ▲          | ▲          | ▲          | ▲          | ▲          |
| <b>Arts Education</b>                              |            |            |            |            |            |            |
| ● 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.

- One group (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<br><br>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<br><br>S2BD 3 groups<br><br>S3BCD 4 groups  | The best group learn Chinese in Putonghua (PMI):<br>S1 乙一<br>S2 乙一<br>S3 甲一 |   |
| 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 the 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**

To embrace holistic education, various committees and teams of our school provided our students with valuable opportunities beyond lesson time to develop in the moral, intellectual, physical, social, aesthetic and spiritual aspects. In alignment with the school's vision and mission theme of the year, "Only YOU", different foci were set for each form to ensure that students' learning and development needs were well catered for.

#### ***3.1 Nurturing Programme***

In an era of information explosion and moral conflicts, our school is concerned about the well-being of students. With an emphasis on value and moral Education, our school implements our school-based "True-light Bearer Course" in S1 and S2, with "Cape of Fruit" and "The Creed of True Light Bearers" as the overall framework. Since 2016, our school has become one of the partnership schools with HKU in "Cultivating Students' Positive Attitudes and Values". This year, we participated in its extended program called "Promoting Wellness in School". We have also successfully applied for the "Quality Education Fund" (Share Respect for Life, Walk Together in Adversity (Joyful @School Campaign), "Life Education 2gether", "My Pledge to Act – Expressing gratitude, to cherish, be proactive and optimistic" to implement school-based Positive Education and Life Education respectively. Through collection of questionnaires, we have gained understanding of students' mental and developmental needs, and designed mental health courses to strengthen students' resilience and problem-solving abilities while enhancing critical thinking and guiding them to make the right value judgment.

Besides "Personal Growth Handbook", our school has established "Student Portal" this year. It enables teachers, parents and students to review academic performance and performance in extra-curricular activities as well as behavioural conduct and merits. This is to encourage students to be reflective and proactive. We have also organised Counselling Day, in which teachers meet students one by one and discuss individual needs with these students, formulating future learning plans and directions.

Many class activities were organized to build a sense of belonging to the class and cultivate class spirit, such as class motto and class T-shirt, Games Day, New Year Market, School Anniversary's Carnival and other inter-class competitions. They can also develop a culture of sharing and giving. Through different activities such as celebrity sharing, interactive drama, dancing experience, hymn sharing and Zentangle, students are encouraged to relieve stress and face difficulties with positivity.

In addition, we have organised a range of growth activities, like a floriculture workshop, art craft workshop and balloon-twisting workshop. Through the interaction and sharing among group members, students learn and build empathy together.

Different departments at our school celebrate during festive events to enable students to enhance positive thinking skills such as being grateful, willing to share, harmonious and respectful. Examples include writing cards and creating hand-made gifts in Thanksgiving Day, Teachers' Day, Father and Mother's Day; carolling at Christmas for gospel sharing; visits to the elderly to express care and Lunar New Year Fair to promote Chinese culture.

Via the form-based conference and 'Letter to the Principal' in each form, students are provided with platforms to express opinions about the school. This enables students to understand the rights and responsibilities as KTL girls, and realize that the school cares for and values every student, making contributions together to create a better school for everyone.



An Orientation Day and a bridging program are also organised for S1 students, while ‘DSE Fighters’ and ‘High Table Tea’ are organised for S6 students. Students feel immensely supported by the love and care from teachers and peers, thus being able to build positive thinking and spread positivity with others.

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

Our school merges guidance and discipline as one, taking both emotional needs and sensible decisions into account. This aims to help students cultivate a harmonious learning atmosphere, build respectful values and optimistic attitudes, and enhance their self-discipline in order to adapt to the rapid growth of society and prepare them well to contribute to society. Not only do we have a warning and merit system to enable students to recognise their standards of behaviour, we also have a redemption scheme to help students learn from mistakes, thus building good habits.

In order to make home education and school education complementary to each other, activities which aim at fostering parent education are provided. Parents can strengthen their bonds, share their experiences and explore effective methods of teaching the young. Parents are, in fact, the partners of the school. Through participating in the seminars held by the school, both parents and their children can grow together. With better understanding of the school’s vision and mission, parents will be able to help cultivate their daughters, hand in hand with the school.

With this in mind, the Religious Affairs Committee (RAC) and the Parent Teacher Association (PTA) have jointly organized a series of workshops and talks for Parents’ Academy with the theme of education and self-development, for instance, the talk “Onto the Future: Parents and Parenting” given by Dr. Chan Mei Ling; the sharing session given by Mr. Chau Sze Ngai (Associate General Secretary of Breakthrough) about how to deal with communication problems with children; the workshop “How to nurture children’s independence in handling matters?” offered by Ms. Ho Ying Yee (Total Quality Parenting Institute); the talk “How to assist children to adapt to F.1 life?” given by our alumna and counselling psychologist Ms. Cheung Yin Ling and the sharing session “Nurturing resilience of children” given by Principal Lee Yi Ying. It is hoped that by organising these activities, the quality of parent education can be enhanced while parent-child relationships can be strengthened through better understanding of their children’s learning and thinking. Diversified interest groups are held such as parent-child flower arrangement class, festive cake workshop, tea art class and calligraphy workshop in order to foster students’ relationships with their parents as well as relieve their pressure.

To enable our students to lead a spiritually, physically and mentally healthy life, the programmes of health education were comprehensive and well-organized. A new mode of running exercise in lunchtime was carried out to encourage students to go beyond their perceived level of physical exercise. The school survey showed that a vast majority of students not only got involved in the programmes, but were also more aware of the importance of healthy living and willing to lead a wholesome life. We have arranged health activities for our S6 students especially including dance workshop, zentangle workshop and True Light Run.

### **3.3 *Spiritual Development***

Christian spirit is embodied in our school educational curriculum to promote whole-person development, and we offer Ethics and Religious Education (E&RE) lessons across all forms every week. To keep students nourished and refreshed from the start of each week, Christian heritage is upheld in morning assemblies every Monday. These include hymn



singing, Bible reading and life sharing. Additionally, religious assemblies are held regularly, such as Christmas Service, Easter Service, Anniversary Celebration and Religious Week. Our Christian students are committed to living out their faith by joining and serving different groups of fellowship at school, ranging from cell groups to growth groups for new believers, from bible study groups to discipleship groups. We also encourage students to serve and glorify God with their musical talents. Our worship team, the Traveller, often leads the congregation in worship, such as during the Education Sunday Service, morning and school assemblies, fellowship and religious activities.

In joint collaboration with Church of Christ in China (CCC) Chung Lo Church, a lunchtime program, “Adventure of Thanksgiving”, has been designed to share biblical values with S1 students who are new to our big family. It is hoped that students can adapt to school life quickly with an optimistic attitude in an enjoyable and a relaxed way.

As teachers play an important role in students’ lives, our school also provides teachers with mental support to promote staff well-being, such as Teachers’ Spiritual Enrichment Program for new teachers, prayers-to-share before teacher meetings and an annual joint staff retreat for secondary, primary and kindergarten sections. A wide range of opportunities are given to our teachers to understand the core values of Christianity so that they may work with God in teaching and fostering students’ personal growth.

In order to spread the gospel and biblical values to parents, co-organized by the Parent Teacher Association, Parents’ Academy has been set up and has held three seminars to share useful parenting skills with our parents based on Christian values so that they may lead a meaningful life full of love with their children.

### **3.4 *Life Planning Education***

Life planning education is integrated in our S1 to S6 curriculum to help students understand themselves and enhance their abilities in self-planning, goal setting and self-reflections. By understanding the multiple pathways when it comes to life planning, students acquire the relevant knowledge, skills and attitudes so as to make informed decisions according to their own interests, strengths and preferences.

Different types of experiential activities, including campus visits, talks and courses, are organized for our students to know more about how university students pursue academic excellence and their multifaceted lifestyle. With a better understanding of the world-class universities in Hong Kong, our students are keen to pursue a course of study at the universities and realise the importance of equipping themselves to actualise their academic aspirations.

To provide students valuable insights into the nature of careers, guests of different professions are invited to share their work experience with our students on a regular basis. They do not only answer students’ queries about their professions, but also encourage them to start their life planning earlier to pursue their dreams.

Careers Day is held this year. Stalls are set up by different tertiary institutes to provide a variety of information and insights for students’ career development and for them to know more about university admission scores and requirements. There are also stalls for different HKDSE elective subjects where senior form students share their experiences and provide information about the syllabus and requirements of S4 elective subjects to the junior forms.

To encourage S6 students to aim high in the public examination, Chicken Soup for DSE Fighters is organised each year. Our principal shares her university life with students, and encourages them to look forward to their own fruitful learning journey at university.



Students are also guided to set learning goals in S6 and strive for their dreams.

Attributed to the strategic JUPAS counselling, together with NGO counsellors, teachers and students' concerted efforts, JUPAS offers this year reached up to 87%. Many of our students received offers from prestigious local and overseas universities, including Peking University, Durham University and Toronto University.

### **3.5 *Talent Development and Leadership Development***

In order to provide students with all-round development, our school provides a systematic, balanced, multi-faceted comprehensive learning activity framework. In this way, students can cultivate a variety of learning abilities in a pleasant environment.

We have provided MI courses, about 23 diversified learning groups, including language courses, social services and interest groups, for S1 to S5 students. These self-selected activities allow students to explore their potential and pursue their dreams. Simultaneously, they can build up a proactive learning attitude, raise their confidence and cultivate their self-learning abilities. In accordance with the individual potential of students, we believe they can undergo comprehensive development in the six aspects of life, namely moral, intellectual, physical, social, aesthetic, and educational.

In order to enrich students' experience, on top of those regular extra-curricular activities, our school organises various featured extra-curricular activities every year. This year, some new courses such as Kpop Dance, Yoga, Rope Skipping, Newly Emerging Sports, Badminton, Aerial Photography, Campus TV and Latte Art have been organized. In future, more extracurricular activities will be explored to coordinate with the needs of students so as to highlight their potential.

Students were also equipped for their leadership posts through leadership programmes like Class Leaders' Training, Prefect and Monitress Training, Training Day Camp for student leaders as well as the 2-Day Leadership Training Camp for prospective student leaders. The 'student-directed' elements in the training addressed students' needs and further stretched their capabilities. The purpose of such training was not only for the student leaders to perform duties well, but also to have empathy.

Our school adopts a "student-LED" approach, allowing students to be their Learning Experience Designers to help them pursue their leadership roles in various committees. By designing, organizing and reviewing their learning experiences, students are equipped with leadership skills as a self-directed learner. Our school encourages all extra-curricular activities (ECA) and interest groups to initiate at least one innovative activity every year. For instance, class-based and society-based stalls are set up to celebrate Lunar New Year and School Anniversary. Students can also form their own groups to have a taste of entrepreneurship at school.

Moreover, senior form students have joined the HKFYG Jockey Club School of Global Leadership Overseas Ambassador Programme as a partner school for two consecutive years. Several global leaders have been invited to visit our school to share their experiences and conduct interactive workshops on global issues to broaden students' horizons and boost their confidence in their potential. Under the Overseas Ambassador Programme 2019, two winning teams from our school (Champion and First runner-up) were awarded prizes and funding to execute their outstanding innovative social service projects as real "local leaders", taking the responsibility to make positive impacts on society and help people in need.



### **3.6 Social Service and National Education**

Our aims are to strengthen civil education and cultivate the sense of being a world citizen. Through organising a variety of activities, we hope that students can understand their roles, responsibilities and missions in their community.

Our committee invited World Vision to organise different experiential activities for junior form students, for example, “Mission M” for S1 students to understand the needs of girls living in poverty in Africa; A film sharing session for S3 students was organised by Amnesty International to promote the value of human rights and equality. Our students also participated in a “Write for Rights” activity to show understanding and care for those who are under the threat of invasion of their human rights. To promote effective education and cultivate a sense of empathy, we arranged a visit to Crossroads Foundation for our students to experience the suffering and difficulties faced by the visually impaired and AIDS patients.

We are the partnership school of The HKFYG Jockey Club School of Global Leadership. We invite global leaders from different parts of the world to share experiences and organise workshops for our students. We selected some senior form students to join the Overseas Ambassador Programme 2019 competition. Our students performed excellently and were awarded the championship and first runner-up prizes in the competition.

We organised “Global Week” for students to learn about the cultures and places of different parts of the world. The activities included a tourism and cultural sharing session, global leadership talk and workshop, and lunch time cultural fun fair. The fun fair was held by students who had been awarded the ‘Going the Extra Mile’ scholarship. They introduced what they had seen and experienced on a foreign trip and let other students learn more about the cultures of the other countries.

We receive AFS students every year. By having lessons at our school for an academic year, our students and the AFS students can learn how to get along with people from different backgrounds and cultures.

Cooperating with the Life and Society Department, a site visit to Food Angel is organised for S1 students to learn about the issue of food wastage, environmental conservation, food shortage and poverty. We hope that our students are enlightened by the site visit to practise the habit of reducing wastage and caring for the needy in our society.

To echo the S4 Liberal Studies curriculum of Quality of Life, we arrange an experience day with social entrepreneurship as the theme. By joining different community tours or experiencing the operation of social enterprises, students can learn about the challenges faced by women, the grassroots, the ethnic minorities and the elderly who need others’ help.

To care is to serve. We have sought ample opportunities to understand the needs of different people and to do voluntary work. To better prepare our students for delivery of volunteer services, we invite external support from non-governmental organisations to provide training in voluntary services. 4 S3 students joined “Together with Joy”, a project organized by Hong Kong Sheng Kung Hui Chuk Yuen Canon Martin District Elderly Community Centre. It was an inter-generational phone connection summer programme. Teenagers were paired up with the elderly online where they expressed care to each other through video meetings. Students sent warm wishes to the elderly participants in this trying time amid COVID-19. S4 students receive a total of 7 sessions of voluntary service training provided by HKYWCA before they deliver their services. In addition, each service team is required to attend Easy Volunteer voluntary service training by HKFYG. With our preparation and planning, ten social service groups are found in our school, namely





National and Social Caring Ambassador, Community Youth Club, Justice Ambassador, Secondary Student Leadership Team, 4C Youth Volunteer Leadership Programme, UNICEF Club, Fair Trade Ambassador, Children Eye Care Programme Ambassador, Orbis Student Ambassador and Community Health Ambassador. A social service award scheme is set up to encourage our students to serve the community with their strength and care.

Our students are active in community service, not only deliver community services, but also initiate and design service projects to promote a caring atmosphere for the needy in our community. Our students were awarded UNICEF Youth Ambassador, 4C Youth Volunteer Leadership Award and Youth Impact Award. Our school was also recognized as a “Heart to Heart School” by the HKFYG in 2019-2020, appreciating our students’ efforts in active voluntary services. The total number of serving hours was way beyond our goal of 3000. This is truly encouraging.

### **3.7 *Environmental Education***

Being environmentally-conscious is the message our Environmental Education Committee has been promoting in campus. We aim to heighten awareness of energy conservation and encourage students to develop energy-saving habits in their daily lives. In addition to providing recycling bins on campus, a paper recycling box is placed in each classroom. Other environmentally-friendly facilities at school include water-saving faucets, LED lights and lights with sensors.

In collaboration with the Liberal Studies Department, the committee took part in the Sustainable Development School Outreach Programme. 2 groups of S3-4 students enrolled on a programme – Cherish Water Ambassador.

Taking part in the Student Environmental Protection Ambassador Scheme organized by the Environmental Campaign Committee, our Environmental Ambassadors are trained to be leaders to organise activities to help students acquire appropriate environmentally-friendly attitudes and behaviors. After training, the Ambassadors apply what they have learnt by holding the annual Environmental Protection Week, where they run an array of fun activities including game booths, workshops, Campus TV programmes, assemblies, talks, visits and the like to develop in students a sense of responsibility towards the environment.

Off campus, students visited CLP Power Low Carbon Energy Education Centre, became tour guides at CIC-Zero Carbon Park and joined the Fung Yuen Butterfly Watching Competition. All these raised students’ awareness of caring for the earth, treasuring resources and preserving the environment.

### **3.8 *SEN***

A caring school community cannot be established without due care to SEN students and sufficient support from parents. The whole school approach was employed to cater for the diverse special needs of students. With the provision of a SEN Coordinator (SENCO), a Student Support Team was formed under the SENCO to coordinate all teachers, the School Social Workers and the Educational Psychologist in providing comprehensive support to SEN students. Our SEN group has put great effort into supporting students with special needs. There were behavior/social training, individual counseling, test/exam accommodation, arrangement of HKDSE special examination, collaboration with the school-based educational psychologist and other committees at school, etc., throughout the year. The continual reviews and updates of the policies and procedures on special examination arrangements for students have been great support for SEN students in need of exam accommodation. Various group activities and individual counseling were organized



for SEN students. More Individual Education Plans (IEP) were mapped out. With the Learning Support Grant for Secondary Schools provided by the EDB, programmes were implemented to promote inclusive education. Some programs related to mental health were arranged. Target set for staff training has been met according to the EDB requirements.

The SEN Teaching Assistant offered intensive everyday assistance to students with special physical or emotional needs. A series of individual or group intervention programmes for students with Autism Spectrum and/ or Attention-Deficit/Hyperactivity Disorders were conducted by Educational Psychologists or Behavioral Consultants.

### **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 \$3,500.



## 4. STUDENT PERFORMANCE

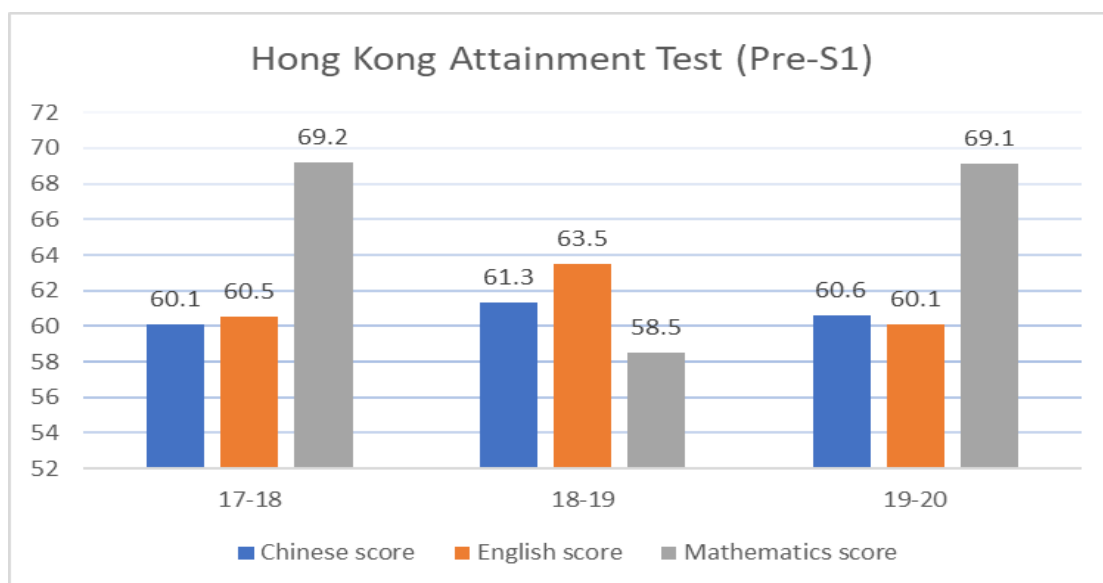
### 4.1 Students' Attendance (whole school year)

| 2019-2020 | Percentage |
|-----------|------------|
| S1        | 99.3%      |
| S2        | 98.6%      |
| S3        | 98.7%      |
| S4        | 98.1%      |
| S5        | 96.8%      |
| S6        | 95.3%      |
| Average   | 98%        |

### 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 |
|-------|---------------|---------------|-------------------|
| 17-18 | 60.1          | 60.5          | 69.2              |
| 18-19 | 61.3          | 63.5          | 58.5              |
| 19-20 | 60.6          | 60.1          | 69.1              |

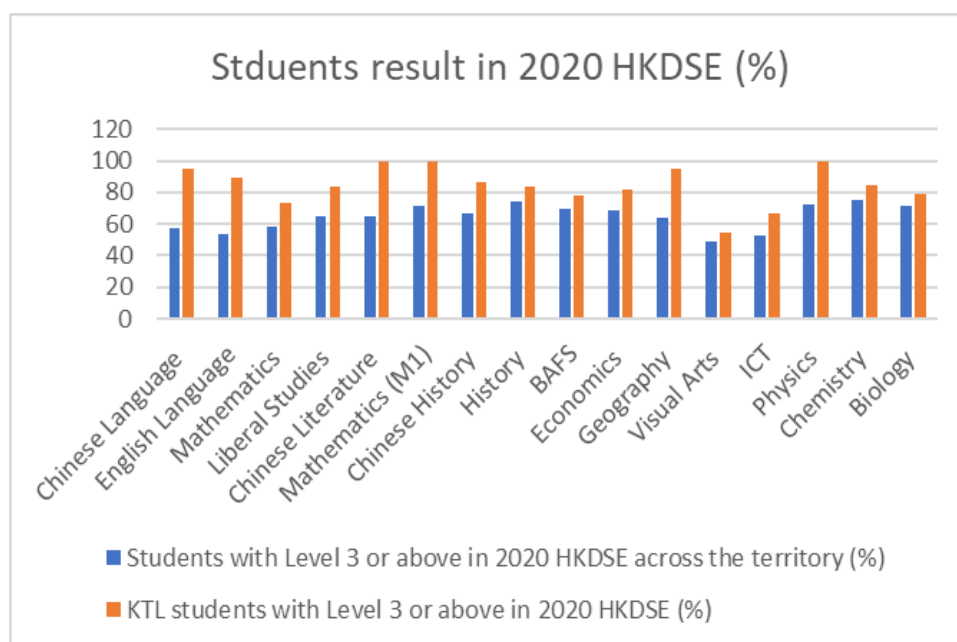


### 4.3 Results in HKDSE

This year, HKDSE students faced unprecedented challenges due to the COVID-19 pandemic. With their unrelenting effort and unyielding support of teachers and parents, they achieved gratifying results. A total of 94 KTL students sat the 2020 HKDSE. In 7 subjects, they achieved better than the Hong Kong average at Level 5 or above. In 11 subjects, they achieved better than the Hong Kong average at Level 4 or above. The most commendable results went to Chinese Language, English Language and Liberal Studies, with more than half of the cohort attaining Level 4 or above.

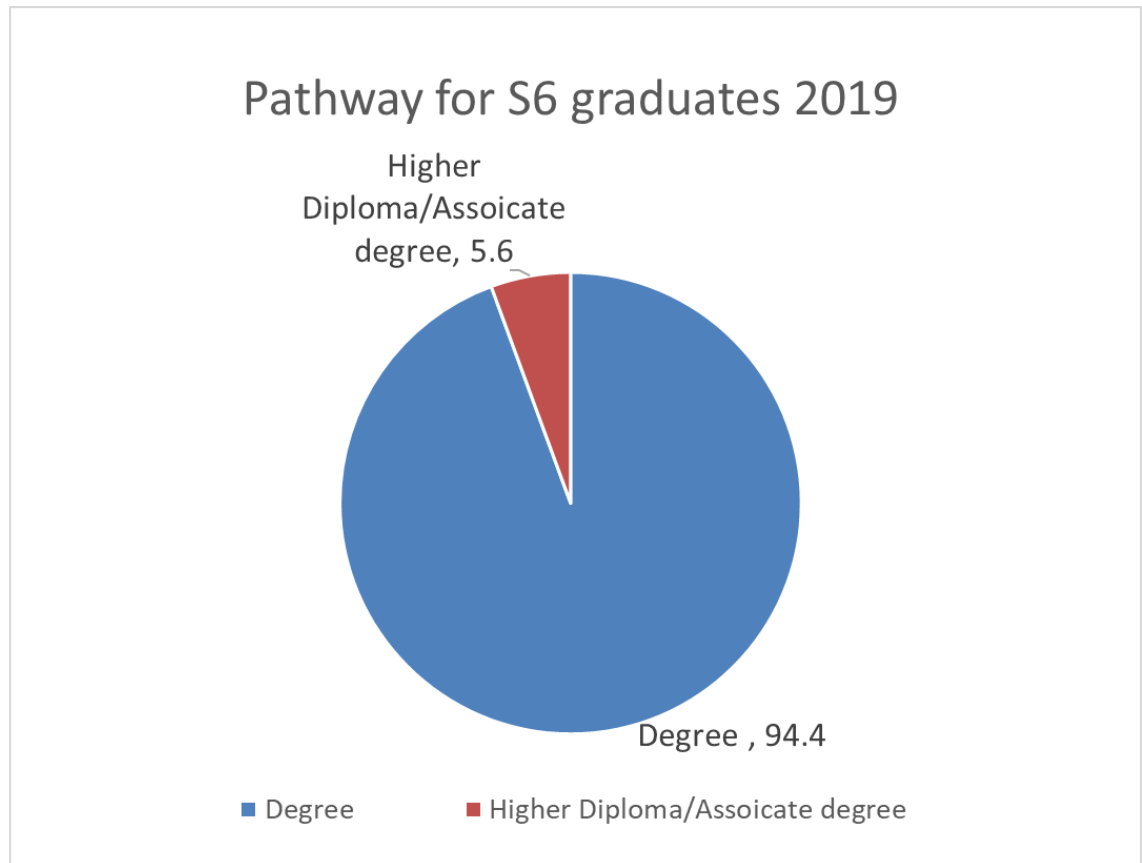
Overall, the percentage of students attaining the minimum requirement for university admission (33222) was nearly 86% while the Hong Kong average was 37.3%. The performance in the four core subjects was truly meritorious with 94.7% and 89.4% awarded level 3 or above in Chinese Language and English Language respectively, which were much higher than that of Hong Kong on average as the averages were 57.2% for the former and 53.7% for the latter. 98.9% and 100% of KTL students were awarded level 2 or above in Mathematics and Liberal Studies respectively when the Hong Kong averages were 81.9% and 88.4% in these two subjects.

The top student, Kei Tsz Ying, scored 36 marks in six subjects with 5\*\* in M1, 5\* in English Language, Mathematics, Biology and Chemistry. She has been admitted to HKU studying in the double degree programme of Bachelor of Business Administration (Law) and Bachelor of Laws.



#### 4.4 Pathways of Graduates

87.1 % of students received a JUPAS offer in the year 2019. Among the successful applicants, 85.0% received a degree offer while the remaining 2.1% received a higher diploma/associate degree offer.

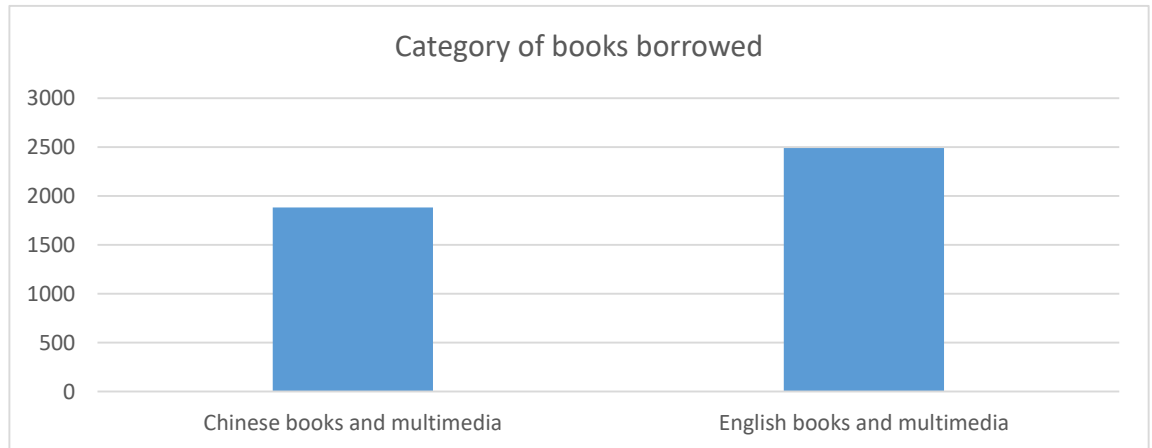




#### 4.5 Students' Reading Habit

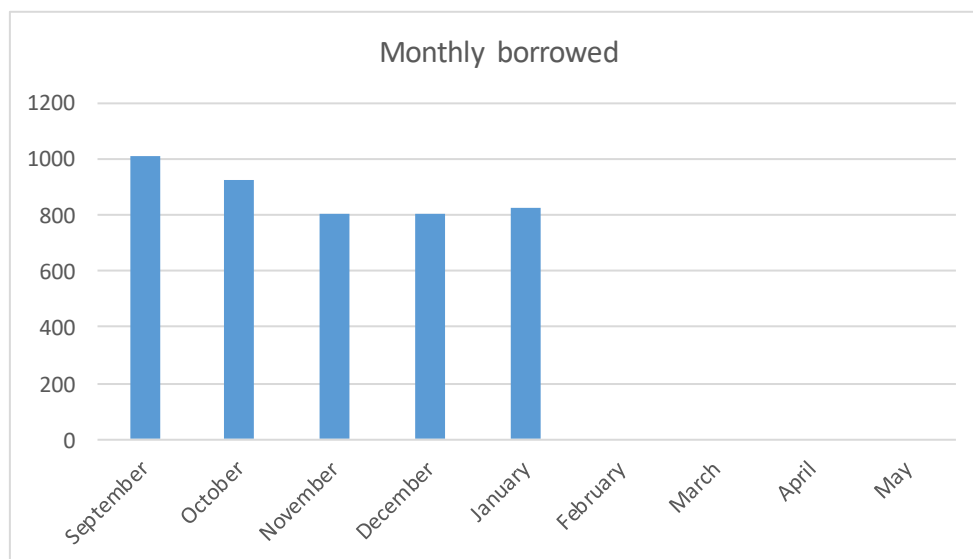
- Number of books borrowed (Year)

| Category                     | 2019-2020 |
|------------------------------|-----------|
| Chinese books and multimedia | 1882      |
| English books and multimedia | 2490      |



- Monthly borrowed amount

| Month     | 2019-2020 |
|-----------|-----------|
| September | 1013      |
| October   | 925       |
| November  | 804       |
| December  | 803       |
| January   | 827       |
| February  | 0         |
| March     | 0         |
| April     | 0         |
| May       | 0         |



#### 4.6 Achievements and Awards 2019-2020

| Events  | Awardees   | Results                         |
|---|--|---------------------------------|
| <b>Academic</b>   |  |                                 |
| <b>71<sup>st</sup> Hong Kong Schools Speech Festival – Cantonese &amp; Putonghua</b>      |  |                                 |
| - Catholic Verse Recitation   | 3D Tang Hoi Man  | 2 <sup>nd</sup> Runner-up       |
| - Secondary 3 and 4 Choral Prose Speaking (Mandarin)                                      | 4C Leung Chun Wing Janisa  | 2 <sup>nd</sup> Runner-up       |
| - Secondary 3 Choral Verse Speaking (Cantonese)   | 3D Kwan Wai Yan  | 1 <sup>st</sup> Runner-up       |
| <b>Harvard Book Prize 2020</b>  | 5A Law Tsz Ying  | Champion                        |
|   | 5A So Fung Chi   | 1 <sup>st</sup> Runner-up       |
|   | 5B Wong Wing Chun  | 2 <sup>nd</sup> Runner-up       |
| <b>Hong Kong Student Science Project Competition</b>                                      | 4A Choi Yuen Ki<br>4A Lam Shing Wing<br>4A Lam Yuen Man<br>4A Tong Wing Ying Nettie<br>4A Xu Pak Lam   | Best Potential Awards           |
| <b>Hong Kong Biology Literacy Award (2019/2020)</b>                                       | 5A Poon Lok Yan  | First Class Honour              |
| <b>Asian English Usage Contest</b>  | 3D Kong Yee Ki Katie   | Silver Award in the Heat Event  |
|   | 3D Cheung Man Lok  | Bronze Award in the Final Event |
| <b>2<sup>nd</sup> Hong Kong Chinese &amp; English Essay-Writing Competition</b>           | 1D Chow Cheuk Wing   | Champion                        |
| <b>Environmental, Ecological and Cultural Online Learning Programme Award Scheme</b>      | 4A Ye Wing Lam   | Gold Award                      |
|   | 5A Chan Wing Yan   | Silver Award                    |
| <b>China Essay Competition for Secondary Students</b>                                     | 5B Wang Chunyi   | Star of Literature              |
|   | 5A So Fung Chi   | Merit Award                     |
|   | 5A Yuen Wing Lam   | Merit Award                     |
| <b>Huaxiabei National Mathematics Olympic Invitation Competition - Hong Kong District</b> | 1D Chim Pui Yu<br>2C Chan Ling Hei   | 2 <sup>nd</sup> Prize Award     |
|   | 1B Cheng Sze Lam<br>1B Liu Yujie<br>1C Cheung Wing Shan<br>1C Chiu Shing Yin<br>1C Ko Isabelle Hui Qiao<br>1D Choi Hui Wai<br>1D Lan Wai Huen<br>2C Cheuk Chun Yin | 3 <sup>rd</sup> Prize Award     |
| <b>Gerontech Youth Challenge 2019</b>   | 4B Chan Wing Tsang<br>4B Cheung Ting Wai<br>4B Leung Hei Ching<br>4B Leung Ho Yi<br>4C Lee Hui Yi  | Merit                           |
| <b>Words and The City – HK Student Ambassadors Competition</b>                            | 2B Yip Sze Ping<br>2C Fong Hoi Yin   | Awardees                        |



|  |   |                              |
|--|---|------------------------------|
| <b>The 20<sup>th</sup> Wofoo Millennium Entrepreneurship Programme</b> | 5A Cheng Nga Lok<br>5A Lee Wing Lam<br>5A Poon Lok Yan<br>5A Sit Yiu Man Nicole<br>5A Wong Wai Sze<br>5B Wong Wing Chun   | Merit Award                  |
|  | 5A Sit Yiu Man Nicole   | The Most Outstanding Speaker |
| <b>"Share Your Love of Reading" Award Scheme</b>                       | 1B Wu Teresa Zhixi  | Star of the Stars-Gold Award |
|  | 2B Kei Yuk Kwan<br>2C Chan Ling Hei<br>3C Li Andrea<br>3C Yee Pak ai<br>3D Tsoi Tsz Ue<br>3D Wong Ho Yi   | Silver Award                 |
|  | 1B Cheng Sze Lam<br>1B Ho Yu Fei Penny<br>1B Lau Chiu Tung<br>1B So Ka Yuk<br>1B Tai Sum Yu<br>1C Chan Sze Tung Kelly<br>1C Cheung Wing Shan<br>1C Lam Vanessa<br>1C Lim May Nan<br>1C Zhang Hao Yue<br>1D Lam Cho Man<br>1D Lan Wai Huen<br>1D Wong Tsz Ching<br>2A Chiu Wing<br>2A Zhong Xiaoying<br>2B Chow Elaine<br>2B Chung Ping Ping<br>2B Fung Hiu Nam<br>2B Hui Chung Man<br>2B Kwan Hoi Kiu<br>2B Kwong Ying Ying<br>2B Lam Ting Hei<br>2B Lin Wing Sze Vincy<br>2B Wong Lok Man<br>2B Yip Sze Ping<br>2C Chan Tsz Wan<br>2C Chan Tsz Yan<br>2C Cheng Chloe<br>2C Fan Ming Wai<br>2C Fong Hoi Yin<br>2C Fung Wing Yan<br>2C Hui Chun Kiu Melanie<br>2C Hui Sin Yau<br>2C Kou Tsz Ching<br>2C Kwan Tsz Ki Karina | Bronze Award                 |



|   |   |                            |
|---|---|----------------------------|
|   | 2C Lai Hoi Ching Kaliey<br>2C Law Man Yin<br>2C Lee Yasmine<br>2C Lo Ching Yiu<br>2C Ng Tsz Ching<br>2C Ngan Yu Hei<br>2C Pang Hoi Ching Tiffany<br>2C To Ka Kiu<br>2C Wong Hoi Chi<br>2C Wong Yuet Ki<br>2D Cheung Tak Tung<br>2D Hui Wai Ching<br>2D Lai Hoi Lam Hilary<br>2D Wong Wan Yi<br>2D Yu Chiu Yuet<br>2D Yu Yee Nok<br>3A Cheng Ka Chin Elle<br>3A Ma Chung Sin<br>3A Wong Wai Chi<br>3B Cheuk Wing In<br>3C Choi Kit Ying<br>3C Chow Cynthia<br>3C Lam Cheuk In<br>3C Lee Sum Yuet<br>3C Shen Qianyi<br>3C Yeung Tsz Wing<br>3D Cheng Kam Sze<br>3D Cheung Yui Kiu<br>3D Kishiro Riri<br>3D Lim Amber Wan Hei<br>3D Lim May Lin<br>3D Lo Wing Kiu<br>3D Ng Jin Nan<br>3D Sze Hiu Wing<br>3D Wang Mei Po<br>3D Wong Chun Ching<br>3D Wong Yee Ching<br>3D Yeung Lok Yi<br>3D Yip Chor Kiu |                            |
| <b>HKICPA Accounting &amp; Business Management Case Competition</b> | 5B Wong Sze Nam<br>5B Cheng Hiu Wai<br>5B Lui Sui Ki<br>5B Thai Jenny<br>5B Wong Man Ki<br>5A Lau Cheuk Yin<br>5B Cheng Wing Yan  | Merit & Proficiency Awards |
| <b>HKICPA/HKABE Joint Scholarships for BAFS</b>                     | 5A Wong Wai Sze   | Awardee                    |



|  |  |   |
|--|--|---|
| <b>The HKCC Business Excellence Contest</b>      | 4A Chung Yung Denise<br>4A Tang Cheuk Lam<br>4B Chan Wing Tsang<br>4C Lou Sze Yan<br>4C Pang Ming San  | Judges<br>Commendation  |
| <b>Sports</b>                                    |  |   |
| <b>Inter-school Swimming Competition 2019-20</b> | 4B Wu Ning Ga Lindy<br>5B Cheng Wing Yan<br>5D Wong Sin Ting<br>6A Ngan Sze Man Tiffany<br>6B Chan Hoi Ching<br>6C Li Yuet Sum<br>6C Tsang Uen Yau<br>6D Ho Cheuk Yu | Girls Grade A 1 <sup>st</sup><br>Runner-up;<br>Overall Champion   |
|  | 1B Leung Man Wai<br>1B Wong Chung Yan<br>1C Lee Tsz Kei<br>1D Chan Choi Ying<br>1D Choi Hiu Wai<br>1D Chow Cheuk Wing<br>2D Chan Pui Yi<br>2D Li Si Wing             | Girls Grade C<br>Champion;<br>Overall Champion  |
|  | 2D Leung Sze Tung<br>2D Ng Yat Yu<br>2D Tse Kwan Yu<br>2D Tse Kwan Yuk<br>2D Yu Chiu Yuet<br>3C Chow Cynthia<br>3D Cheung Man Lok<br>3D Law Cheuk Nei Cherie         | Overall Champion  |
|  | 6C Li Sum Yuet   | Grade A 50m<br>Backstroke<br>Champion<br>Grade A 50M<br>Butterfly Champion                                      |
|  | 6D Ho Cheuk Yu   | Grade A 50m<br>Freestyle 3 <sup>rd</sup><br>Runner-up<br>Grade A 100m<br>Freestyle 3 <sup>rd</sup><br>Runner-up |
|  | 1B Leung Man Wai   | Grade C 50m<br>Backstroke 2 <sup>nd</sup><br>Runner-up<br>Grade C 50m<br>Butterfly Champion                     |
|  | 1B Leung Man Wai<br>1B Wong Chung Yan<br>1D Chan Choi Ying<br>1D Chow Cheuk Wing   | Grade C 4x50m<br>Medley Relay<br>Champion   |





|   |   |  |
|---|---|--|
|   | 6B Chan Hoi Ching<br>6C Li Yuet Sum<br>6D Ho Cheuk Yu<br>4B Wu Ning Ga Lindy  | Grade A 4x50m<br>Medley Relay<br>Champion  |
| <b>Inter-school Basketball Competition 2019-20 Division One (Kowloon) Girls</b> | 3A Chi Hau Tung Ashley<br>4B Tam Cheuk Kiu<br>4C Ng Wai Han<br>4D Kwok Wing Yau<br>5A Chan Yuet Mei<br>5A Zalfah Liaqat Gul<br>6D Mok Wai Man<br>6D Sin Mei Ka  | 3 <sup>rd</sup> Runner-up  |
| <b>All HK Inter-Secondary School Softball Competition 2019-2020</b>             | 2A Cheung Tsoi Yi<br>2A Gong Xing Zi<br>2B Hung Wing Shan<br>3A Wong Ching Yan<br>4B Cheung Ting Wai<br>4B Lou Chong Lai<br>4B Yeung Mei Na<br>4C Chau Wing Lam<br>4C Tam Cheuk Wing<br>4D Chan Cheuk Man<br>4D Ho Nga Sin Jenny<br>4D Leung Nga Wing<br>5A Aleeza Malik<br>5C Pong Yui Chi | 2 <sup>nd</sup> Runner-up  |
| <b>Southern District Archery Competition</b>                                    | 5A Chan Pui Ting  | 2 <sup>nd</sup> Runner-up  |
| <b>3-on-3 Basketball Competition</b>  | 4B Tam Cheuk Kiu  | 1 <sup>st</sup> Runner-up  |
| <b>56<sup>th</sup> Schools Dance Festival</b>                                   | 5B Lok Yi Ching   | Honour Award   |
| <b>A.S. Watson Group Hong Kong Student Sports Awards</b>                        | 5C Tsoi Hiu Pan   | Awardee  |
| <b>Macau Interpot 3-on-3 Basketball Competition 2019 (U16)</b>                  | 4B Tam Cheuk Kiu  | Champion   |
| <b>Inter-school Cross-country Competition</b>                                   | 1A Lam Ka Lai<br>1C Tse Tsz Ching<br>1D Chan Choi Ying<br>2C Tse Nok Hang<br>2C Wong Hoi Chi<br>2D Chu Hiu Ching  | Overall Grade C<br>Champion  |
|   | 3A Cheung Hau Yan<br>3C Choi Lok Hei Hailey<br>3C Lee Sum Yuet<br>3D Lo Wing Kiu<br>3D Yeung Lok Yi<br>4D Yeung Tsz Ching   | Overall Grade B<br>Champion  |
|   | 1D Chan Choi Ying<br>2C Tse Nok Hang<br>1C Tse Tsz Ching<br>1A Lam Ka Lai   | Individual, 2 <sup>nd</sup> Place<br>Individual, 3 <sup>rd</sup> Place<br>Individual, 4 <sup>th</sup> Place<br>Individual, 7 <sup>th</sup> Place |
|   | 4D Yeung Tsz Ching<br>3D Yeung Lok Yi   | Individual, 1 <sup>st</sup> Place<br>Individual, 2 <sup>nd</sup> Place   |



|  |  |  |
|--|--|--|
|  | 3D Lo Wing Kiu<br>3C Choi Lok Hei Hailey   | Individual, 3 <sup>rd</sup> Place<br>Individual, 7 <sup>th</sup> Place |
| <b>Art, Music and Creation</b>   |  |  |
| <b>14<sup>th</sup> Hong Kong Chinese Arts Festival</b>   | 2B Lai Yuet Tung<br>4D Chan Ka Yan<br>5D Cheng Chung Man<br>6A Cheuk Tsz Ching<br>6A Cheung Yee Ching<br>6B Choi Hei Man Iris<br>6B Lai Tsz Ching<br>6B Lee Tsz Tung<br>6C Chan Hui Tung<br>6C Leung Sik Hei | Honor Award  |
| <b>Tokyo International Youth Music Competition 2019 - Vocal Junior Class</b>                                 | 2C Tam Hoi Ting Maggie   | 1 <sup>st</sup> Runner-up  |
| <b>The 24<sup>th</sup> St. Cecilia International Music Competition 2019 – Grade 6 Harp Solo</b>              | 3D Wong Erato  | Merit Award  |
| <b>Others</b>  |  |  |
| <b>Youth Arch Student Improvement Award Scholarship</b>  | 6B Pang Wun Chi Miffy  | Awardee  |
| <b>2019-2020 Hong Kong Outstanding Students Awards in Kowloon City</b>                                       | 3D Yeung Lok Yi<br>5A Poon Lok Yan   | Merit Award  |
| <b>Hong Kong Council of the Church of Christ in China – Primary and Secondary School Model Student Award</b> | 3D Yeung Lok Yi<br>5A Poon Lok Yan   | Model Student Award  |
| <b>Star of the Year Award</b>  | 4B Tam Cheuk Kiu   | Sports Area  |
|  | 5B Lok Yi Ching  | Dance Area   |
| <b>Sir Edward Youde Memorial Prizes for Senior Secondary School Students</b>                                 | 6A Chan Tsz Ching<br>6A Kei Tsz Ying   | Awardee  |

## 5. MAJOR CONCERNS

### 5.1 *Achievements and Reflections for the year 2019–2020*

#### ● *Major Concern 1:*

##### *To develop students into active learners*

##### **Achievements**

- A. To further develop the school curriculum enhancing higher order thinking and active learning
- To continue the approach of “Learning, Thinking, Showing and Reviewing” in curriculum planning
    - ◆ Collaborative learning tasks, such as peer reviews in all speaking modules of Chinese Language, simulation forums in History and Liberal Studies and group presentations in Visual Arts and E & RE, etc., were set. All these enabled students to engage in higher-order thinking tasks which focused on peer learning in a communicative approach.
    - ◆ Learning Cells for students’ peer revision were formed and meetings were facilitated by subject teachers regularly in Computer Literacy (S1), English (S2) and Geography (S3). Such student-led meetings, the contents of which included factual recall, spelling prompts, etc., enabled students to be self-directed learners who can manage their revision scope and pace sensibly and effectively.
    - ◆ Pre-lesson and post-lesson tasks such as extended reading in all academic subjects, video-making in Economics and BAFS, mini-research in Chinese Language and Liberal Studies, and vocabulary worksheets in the Reading Plus package covering designated articles in English Language, etc. were explicitly planned. Students took the lead to manage their studies and a sense of ownership of their learning was nurtured.
    - ◆ Lesson tasks were refined to respond to the “Learning, Thinking, Showing and Reviewing” approach such as the use of graphic organizers in term definitions in Mathematics and Chemistry, essay planning in Chinese History and History, inquiry-based or problem-based questions in Geography, Liberal Studies, and projects of STEM subjects and Spotlight Time (student-led presentations on selected articles) in English Language, etc. All these enabled students to deliver information and their own ideas visually, sensibly and logically.
  - To nurture students active learning by featured curriculums
    - ◆ Enquiry-based learning: In S1 Science, a 10-lesson learning module was developed for students to investigate the working principle of the water filter. In S3, the Biology and the Chemistry Departments collaborated and developed a learning module about the level of formaldehyde in baby clothes. The procedures were adapted from the finding of a previous study of our Science Research Team. With these projects, students’ inquisitive minds were nurtured as they were encouraged to raise questions and seek answers independently. They obtained the Best Potential Award of the Senior Division of Hong Kong Student Science Competition.



- ◆ Product-based learning: The learning module “Chocolate Factory” was modified under the collaboration of S2 Science and Home Economics. Students were encouraged to design and test for their own recipe using the concepts of design thinking for developing products of high quality. In S3, the Mathematics and the Physics Departments developed a STEM learning module where a telescope was made. It was an application module using the theories learnt from Mathematics regarding lens formula. All these showed that students were given opportunities to apply the STEM knowledge and skills to create products in order to solve daily life problems.
- ◆ The computer panel joined a collaboration project with SenseTime and Lok Sin Tong Yu Kan Hing Secondary School. Under the collaboration, the concept of Artificial Intelligence (AI) was integrated in the S2 curriculum of Computer Literacy. Students’ knowledge was kept up-to-date by learning the cutting-edge technology in the IT industry.
- ◆ View to Views in English Language, which is a module where students have to incorporate reading, writing and speaking in a simulated situation such as youth forum, radio show and focus group, was extended to all classes in S4 and S5. Tiered materials were provided for students of various abilities so that all students could actively participate in the learning activities.
- ◆ The 4-lesson module with a student-initiated topic was conducted in Chinese History (S4) and Biology (S4). In Chinese History, students used concept maps to illustrate the development of a self-chosen historical event. Students showed great motivation in learning topics that they were interested in. In Biology, students explored and discussed the way of reducing the transmission of different infectious diseases such as COVID-19.
- To develop students into active, self-directed and self-disciplined learners with high level of attainment
  - ◆ To nurture students’ learning skill and attitude essential for a self-directed learner (SDL)
  - ◆ The cross-year spiral curriculum was reviewed. It was found there was room for improvement regarding self-directed skills such as goal setting, time management, revision strategy and note-taking skills. Therefore, the Learning to Learn programme was run and students were equipped with different essential skills for a self-directed learner. The details are as follows:
    - “DARAC” was set as the theme of LTC, which all subjects adhered to when reviewing their curricula for the development of SDL.
    - Students were introduced to the concept of “Learning Style” and “The VARK Model” during morning assemblies. Different ways of study strategies were introduced according to their own learning style. They understood more about themselves and started to use different ways to improve their learning strategies.
    - Theories and strategies of effective time management were introduced during form assemblies (S1-S6). They learnt how to use monthly and weekly calendars to plan their schedules. They understood the concepts of learning stages and the techniques for planning their study timetable.

- Other essential elements of SDL such as “SMART” goal setting, self-assessment rubric for work habits, note-taking, study tips and study habits were introduced in Personal Growth Handbook. Students’ skills and attitude as self-directed learners were enhanced.
  - The concept of goal setting was incorporated in the activities during S4 Learning camp. They understood more about their strengths and weaknesses and were able to plan their own achievable goals.
  - The materials for note-taking and graphic organizers were updated in CLIL. Besides, they learnt about the basic research skills for project learning, which are essential for self-directed learners.
  - A book about self-management skills and learning motivation was distributed to S1 and S4 students. They knew more about the attitude of a self-directed learner.
  - After-school learning support programme was organized for S1 to S3 students. Self-management skills were taught. Target students were required to manage their homework properly.
- ◆ Effective revision strategies are emphasized across the year.
- The effective learning and study skills were taught in the Learning to Learn programme. During the form assembly, students were introduced to the importance of different learning stages and learning strategies such as Spaced Practice and Dual Coding. School teachers Mr. Tang and Mr. So were invited to share their own study plan and revision strategies. Students learnt more about effective revision strategies.
  - Different revision strategies were used in different subjects such as the use of graphic organizers in Geography and History, the skill training booklets in Chinese History and Liberal Studies.
- ◆ Attitude for active learning through reading was fostered by the “Share Your Love of Reading Scheme”, The Departments of Chinese Language, English Language, Mathematics, and Liberal Studies, and more than 10 teachers introduced selected books. These books were put on the Premium Book List for students to narrow down their choices of reading. A lunch-time sharing session was conducted every other Thursday where students shared what they read with Reading Ambassadors and teachers in a relaxing atmosphere. The reading culture obviously improved with all these measures.
- ◆ KTL Young Scholar Channel was launched. Students introduced “Benevolence” in Chinese (S3) and “A Heart of Gold” in English (S4). Learning took place beyond the classroom.
- ◆ Subject panels of Chinese(S5), English(S4), Mathematics(S1-S2) and Life and Society (S1 and S3) developed tools/data for assessment as learning specific to the need of an informed and reflective learner. Students could analyze their own study problems in the 1<sup>st</sup> exam.
- ◆ All senior secondary subjects with MC questions used the online question bank for exam-oriented training and a systematic review of students’ performance. Teachers used the data in “student progress report” of their

class to identify strengths and weaknesses. The revision strategies and exam focuses were modified to echo the need for improvement. Assessment for learning was made possible and highly effective for students to gauge their abilities for any follow-up action.

- To promote gifted education for high achievers: Set up Kowloon True Light School Academy for Talents coordinating the development of gifted students

- ◆ Talent Pool

- The talent pool admission requirements were reviewed with DARAC as one of the criteria. All teachers could access the information of students of various gifted domains.
- A kick-off luncheon ceremony, taking place as 2 sessions, for talent pool students was conducted, introducing PAPAS (Positivity, Appreciation, Perseverance, Acceptance and a Serving heart). Teacher representatives of various domains attended the event. Students showed keen participation and anticipation for the whole year of gifted programmes.

- ◆ All-round Exposure Scheme (SIGHT)

- A visit to RTHK was conducted. Gifted students had the chance to explore the broadcast house at first hand, widening their horizons.

- ◆ Joint-school Day Camp (SIGHT)

- Joint-School Leaders' League, which was chiefly organized by our school and coorganized by Cheung Sha Wan Catholic Secondary School, Tsuen Wan Government Secondary School, and True Light Girls' College, was planned but had to be rescheduled due to the school suspension.

- ◆ Affective Education Scheme (HEART) for gifted learners were conducted, including one experiential learning workshop.

- A meeting of Movie to Mentality (MtM) Club for S2 gifted students was conducted, incorporating NLP and movie viewing.
- An experiential learning to Crossroads Foundation was conducted for S4 gifted students, developing empathy and compassion towards the global disadvantaged groups.

- ◆ Walk with Veteran (MIND)

- Meetings with three mentors of three respective fields (Mr Jason Ng (English literature); Mr WL Leung (Chinese literature); Mr Stephen Chung, (advertising)) were conducted as competition-based mentoring schemes. Such progressive learning programmes offered gifted students first-hand experience to acquire professional knowledge of particular fields, making them well-equipped for the related competitions and any future endeavours.

- ◆ Pull-out programmes (MIND)

- 14 DLG courses, including a rocket-car workshop (STEM), an entrepreneurship training course (LS, BAFS), Public Speaking 101



(English Language) were conducted. Gifted students were nominated for off-campus courses and competitions by different departments and committees. Gifted students were provided with myriads of in-house and off-campus opportunities to excel.

◆ Team-based and competition-based training (MIND)

- Specific training was conducted for target students including but not limited to the following: Science Research Team, STEM Task Force, School Ambassadors (manners, presentation and school history), Volunteers Teams (4C, UNICEF, etc.), target groups of LS and BAFS for a business-related competition. Participants received specific training and timely feedback to hone their skills accordingly, which were beneficial for their personal growth.

◆ Sponsorship for Specialty Training (MIND)

- Gifted students of school teams or groups received sponsorship for their off-campus training. Some members of the swimming team successfully applied for the scholarship and embarked on their intensive training. The measure enabled students to fully stretch their talent even beyond school hours.

◆ Classrooms without Boundaries (MIND)

- Online exchanges were conducted between selected students and those of Yamashiro High School, Kyoto during the school suspension. A live online meeting was conducted in July.

■ To support teachers to promote active learner development

- ◆ Collaborative learning was enhanced through providing more resources for split class teaching for better group dynamics and students' engagement in lessons from S1 to S6 in Chinese, English, Mathematics and Liberal Studies. Both teachers and students found the policy conducive to catering for learner differences and L&T effectiveness.
- ◆ APs attended PLSs and mini-lesson study sessions. Feedback for the application of self-directed learning was provided in the discussion session.
- ◆ Prof. Lau Kit Ying from the Department of Curriculum and Instruction from the CUHK shared with us about the theory and practice of self-directed learning in the staff development day.
- ◆ Lesson observation was conducted by the teachers from the primary and kindergarten sections. Our teachers had a professional dialogue with them about our practice in self-directed learning and "Learning, Thinking, Showing and Reviewing". It enhanced our mutual understanding and the effectiveness in the application of those teaching methodologies.
- ◆ Annual lesson observations and post-observation conferences with teachers were conducted for the observed teachers to reflect on their lesson plans and delivery. The Principal, the Vice-Principal, Assistant Principals and the Panel Heads provided comprehensive feedback with the emphasis on this year's major concerns, which was instrumental in teachers' professional development pedagogically.



- To promote the effective application of e-learning
  - ◆ Subjects panels integrated more e-learning elements, e.g. use of real-time teaching tools, Learning Management System (LMS), OQB and different education software, in their curriculum design so as to echo our “e-learning essentials”
  - ◆ With the promotion of the ITC, most departments developed subject-based e-learning platforms to deliver pre-lesson and post-lesson tasks.
  - ◆ Guidelines for exercise inspection concerning e-learning material were constructed by the school appraisal committee.
  - ◆ The use of mobile phones (under teacher’s supervision) facilitated the diverse application of electronic devices in lessons. More teachers were willing to use students’ own devices for online quizzes, information search, article reading, etc.
  - ◆ The application of e-learning in lesson was showcased through various channels
  - ◆ New computers installed in regular classrooms enhanced the teaching effectiveness by reducing the processing time of the hardware

### **Reflection**

- A. Curriculum refinement can take place for subjects to follow the rationale of “Learning, Thinking, Showing and Reviewing”, with a stronger focus on showing and reviewing, self-directed learning and e-learning elements.
- B. A platform can be developed to integrate assessment data and students’ achievement in a one-stop portal for convenient access so as to nurture students into reflective learners.
- C. More activities and measures can be applied to develop a stronger academic atmosphere.
- D. Measures regarding the promotion of self-directed learners’ habits and motivation can be enhanced.



● **Major Concern 2:**

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

**Achievements**

- A. To cultivate the attitude: willing to explore, to take responsibilities, to make breakthroughs and reach new heights, to discipline oneself
- 95% S1-S4 student joined at least 1 ECA. Individual follow-up work was conducted for those students who did not join any ECA was conducted by SAC.
  - There were more choices of MI and ECAs.
  - Seminars of sharing by inspiring guest speakers: 陳偉霖, 王廷琳 and other global leaders etc. were held. Students felt enlightened, with their positive energy boosted.
  - A school-based life education curriculum, including values and attitudes, with the support of QEF grant was developed. TLB Course and form-based teaching packages in PVE Courses were revised. More life-experiential activities were provided.
  - Written guidelines about learning habits such as time management and stress management were included in the Personal Growth Handbook.
  - There were 4 social workers and a SEN coordinator in 2019-20, which led to a better support network, and offered individual counselling follow-up and developmental programmes for students with special educational needs.
  - Parent talks and the PTA whatsapp group were used to help better communication.
  - Individual pastoral care to students was strengthened by keeping a comprehensive database recording students' information, which enabled teachers to understand the history of the students concerned before resorting to more suitable means to nurture their development.
- B. To widen students' horizons to help them set goals.
- Different experiential activities were offered to identify students' leadership and release stress such as Dance A Life Workshop and Global Week activities. Students felt inspired with more positive energy.
  - Joint school activities such as 4C youth volunteer leader training camp were provided, broadening the leaders' horizons and fostering their leadership.
  - Global Week was held to introduce cultures of different countries.
  - Taster programmes of physique and aesthetics activities such as rope skipping, yoga, kpop dance, floral design were held to let students pursue their own interest and release stress.
  - Some students joined international singing and dancing competitions, which was beneficial for their self-confidence.
- C. To provide leadership training and award scheme for self-directed high achievers
- Some ECA groups such as AV Team, Pop Dance group and Social Caring Ambassadors initiated one activity by student members. The students gained a lot of refreshing experience by developing their own programmes or activities.

- Basic leadership training programmes and design thinking courses were implemented. Those students initiated new social services programmes and entrepreneurship activities such as games booths, busking, pop up stores, those at the flea market and the Lunar New Year flower market, etc. All these unleashed students' creativity and positive energy, fostering their love for the school.
- Community Services Award Scheme was implemented. It nurtured the students' empathy and social awareness.
- Selected students were nominated to apply for scholarships and award schemes provided by external organizations. Some were awarded UNICEF Young Envoys, and The Best Improvement Award of Elsie Tu Education Fund.

### **Reflection**

- A. 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 a sense of belonging, positive behavior and attitudes.
- B. Although most students have become more optimistic through the programmes above, there are still a number of students who always see the dark side in life, probably due to their unfavorable family background or the unhealthy social trend. Thus, helping students develop certain positive core values and establish bonding is our concern next year.
- C. More alumni sharing will be arranged next year.
- D. More videos about value education will be made and shared through CTV and the school app.
- E. Due to the social events and the coronavirus outbreak, many experiential activities such as visits, social services, joint school activities, camps and excursions were cancelled and will be implemented next year.



● **Major Concern 3:**

***To revitalize the tradition of True Light and further help students show decent manners***

**Achievements**

A. To cultivate the sense of belonging to school

- Different KTL gatherings such as Lunar New Year Fair Stalls, S1 Qipao Making Class (a collaboration with Lingnan University), S6 True Light Run as well as the distribution of school souvenirs such as calendars and stickers strengthened the True Light spirit and fostered students' love for the school.
- School songs and other True Light songs were taught in Music, Chinese and English lessons. Students studied and recited the scripts and sang them in relevant events. These strengthened their sense of belonging as True Light Bearers.
- 'From Crane Haven to Lion Rock' - A book of the history of Kowloon True Light School was published and taught in TLB courses in S1 & S2.
- School Anniversary Video Competition for S1-S5 was held to celebrate the 148<sup>th</sup> Anniversary. It showcased students' talent and foster their love for the school.

**Reflection**

- A. These activities have strengthened the students' sense of belonging as True Light Bearers. There will be more activities emphasizing decent manners.
- B. Due to the coronavirus outbreak, the visit to a Japanese school in Hong Kong and the excursion to Japan were cancelled and will be conducted next year.

**5.2 Feedback on Future Planning**

- Self-directed learning will be further promoted with a heightened emphasis on learning habits, attitudes and skills through various subjects and platforms.
- Students are encouraged to acquire more knowledge in terms of scope and depth in a richer learning atmosphere and various gifted education initiatives.
- E-learning will be extended to all subjects with the BYOD policy and the prevalent use of devices and learning management systems.
- Positivity is instilled in students for them to raise their resilience and perseverance amid challenges and adversities.
- Intrinsic motivation to achieve higher and further is promoted regarding self-initiated behaviour for developing a better self.



## 6. SCHOOL FINANCIAL REPORT

### 6.1 2019 – 2020 Financial Summary (Unaudited Report)

|           |  | <u>Income</u>              | <u>Expenditure</u>         |
|-----------|--|----------------------------|----------------------------|
|           |  | \$                         | \$                         |
| <b>A)</b> | <b><u>Government Fund</u></b>                                    |                            |                            |
| <b>1)</b> | <b><u>EOEBG</u></b>  |                            |                            |
|           | Administration Grant   | 3,826,272.00               | 3,742,458.77               |
|           | Admin. Grant for Add'l Clerical Assistant                        | 199,866.68                 | 0.00                       |
|           | Capacity Enhancement Grant                                       | 634,017.00                 | 492,777.50                 |
|           | Composite Information Technology Grant                           | 420,652.00                 | 252,976.00                 |
|           | Air-conditioning Grant   | 638,983.89                 | 104,930.00                 |
|           | Air-conditioning Grant for Preparation Room of Laboratories      | 16,061.64                  | 0.00                       |
|           | Composite Furniture and Equipment Grant                          | 483,498.36                 | 426,657.00                 |
|           | Enhancement Grant  | 6,751.88                   | 3,759.00                   |
|           | Lift Maintenance Grant   | 33,798.32                  | 70,590.00                  |
|           | Consolidated Subject Grant                                       | 171,567.24                 | 48,509.35                  |
|           | Recurrent English Language Grant                                 | 20,247.08                  | 6,884.60                   |
|           | Prog Fund for Whole-Sch Ap to Guid & Dis                         | 8,105.76                   | 0.00                       |
|           | Supplementary Grant  | 224,460.92                 | 116,628.51                 |
|           | Training and Development Grant                                   | 9,275.24                   | 9,692.12                   |
|           | School & Class Grant   |                            |                            |
|           | — Grant Received   | 759,779.88                 | 1,237,814.65               |
|           | — Other Income   | 159,991.05                 |                            |
|           |  | <b><u>7,613,328.94</u></b> | <b><u>6,513,677.50</u></b> |
| <b>2)</b> | <b><u>Outside EOEBG</u></b>                                      | <b><u>7,930,573.00</u></b> | <b><u>4,267,084.46</u></b> |
| <b>B)</b> | <b><u>School Funds</u></b>                                       |                            |                            |
| <b>1)</b> | Tong Fai (including rental income, bank interest, donation etc.) | 967,462.32                 | 455,919.19                 |
| <b>2)</b> | Collection of fees for specific purposes                         | 206,460.00                 | 3,017.50                   |
|           |  | <b><u>1,173,922.32</u></b> | <b><u>458,936.69</u></b>   |

