

Kowloon True Light School

School Report 2020-2021



No. 1
True Light Lane



Kowloon True Light School

2020-2021 School Report

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1. OUR SCHOOL

1.1 School Brief History, Motto, Vision and Mission

History

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

Motto

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

Vision

A Christian school where girls blossom into people of goodness, righteousness, and excellence with an unswerving quest for 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 2020-21

“MASTER-me”

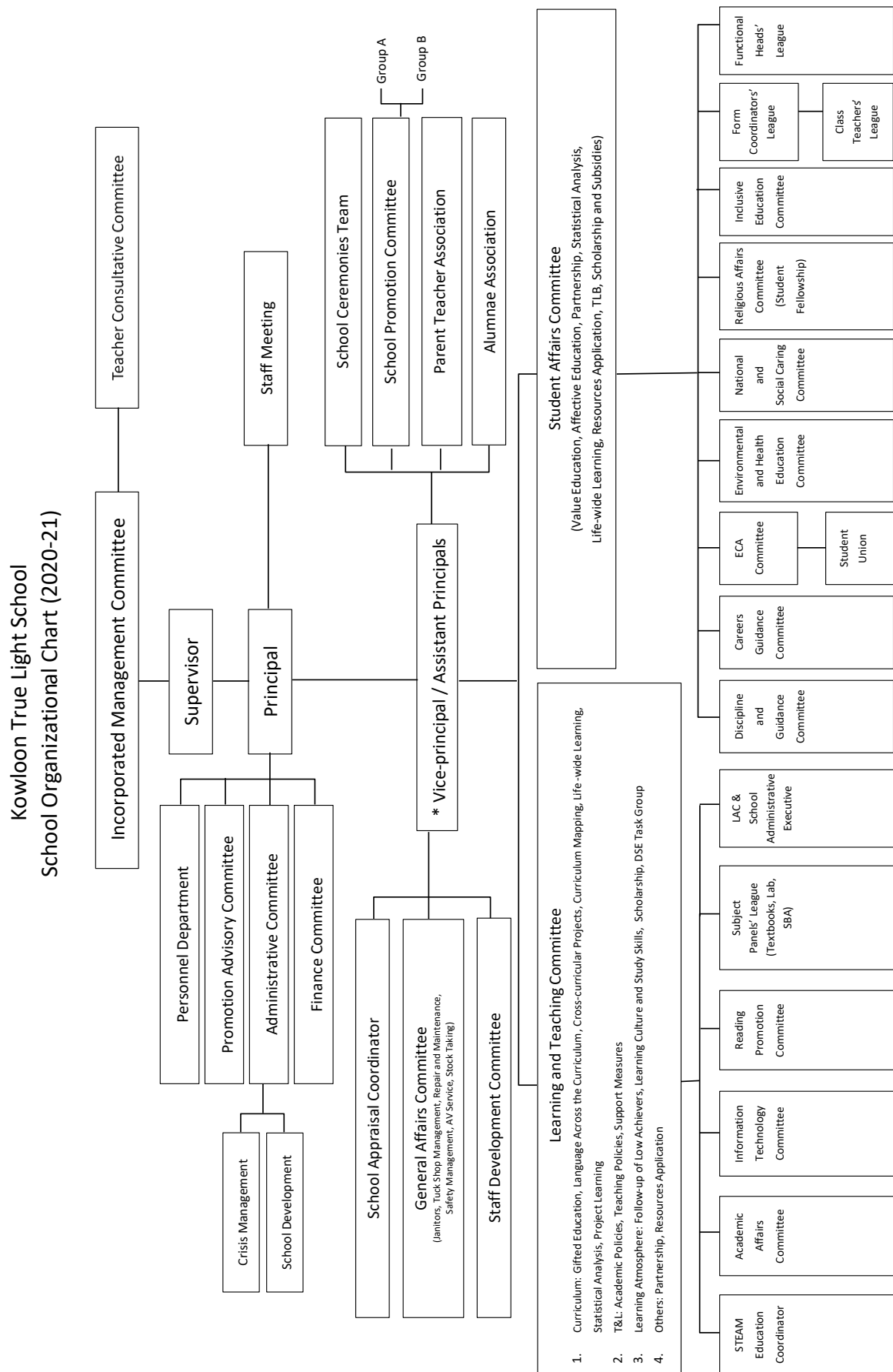
1.2 Incorporated Management Committee

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 2020-2021



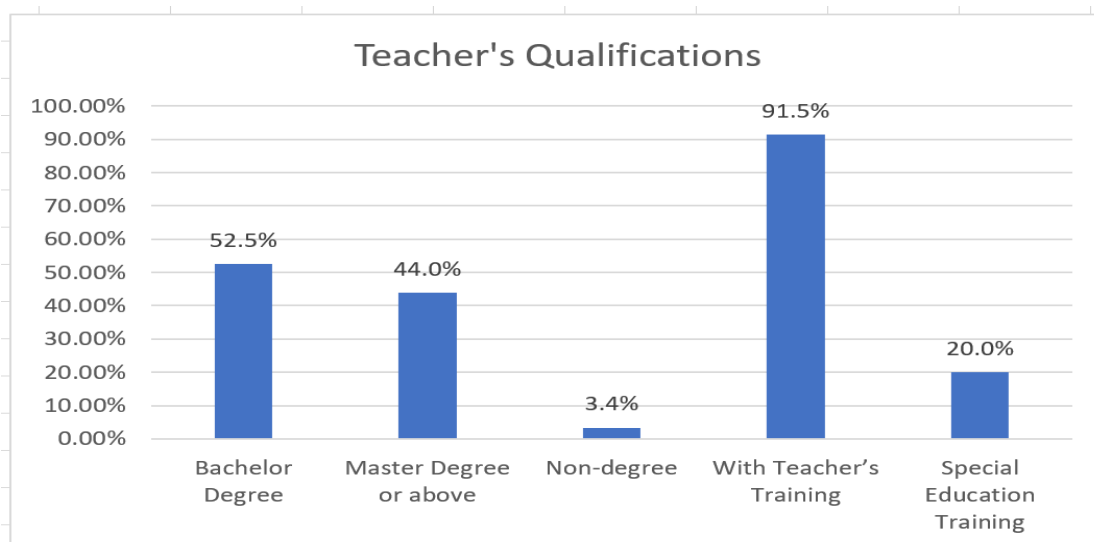
1.4 Staff Profile

- Number of staff

Post	No.
Teaching Staff (including the principal)	59
Clerical Staff	9
Teaching Assistant	1
Laboratory Technicians	2
IT Assistant	1
School Social Workers	3
Educational Psychologist	1
Janitors	8

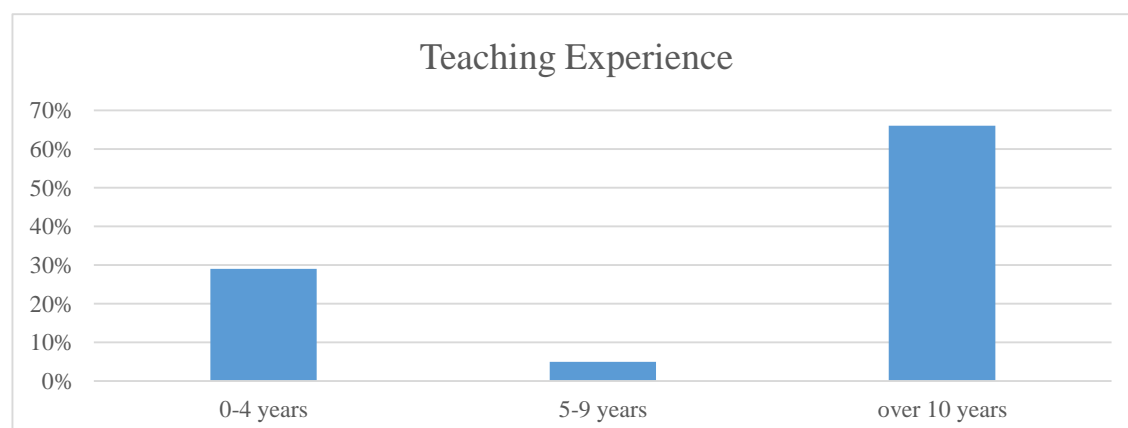
- Teachers' qualifications

Qualifications	Bachelor Degree	Master Degree or above	Non-degree	With Teacher's Training	Special Education Training
Percentage	52.5%	44%	3.4%	91.5%	20%



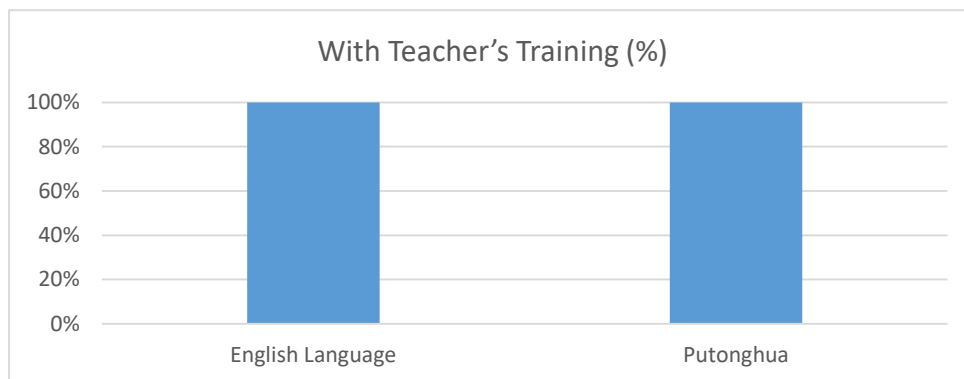
- Teachers' experience

Teaching Experience	0-4 years	5-9 years	over 10 years
Number	17	3	39
Percentage	29%	5%	66%



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	1031 hrs
Average CPD hours of teachers	21.4 hrs

Staff Development Programmes 2020-21

- 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 2020-21: (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 Organizers (5) Cooperative/ Collaborative Learning, Student Participation and/or Mode of Interaction (6) Self-directed Learning Strategies (7) Reflective Learner and Metacognition (8) Cater for Learner Diversity.

Main Category	Programme	Remarks
Team Building	Staff retreat Rev. Wu and Mr. Chan Siu Cheuk were invited to host workshops where the staffs from the Secondary, Primary, and Kindergarten Sections attended	Related to Major Concern 2.
	Individual Meeting with the Principal Opinions collected were to be used for future planning or refinement of school policies.	Principal, VP, APs and Panels concerned are involved.
	Principal's meeting with senior and middle managers Gatherings were organized regularly and topics related to school administration were discussed. Senior and	



	middle managers gained more experience in decision-making processes.	
Staff Personal Growth	New Staff Induction Program and Mentorship Scheme Mr. Cheung Pak Ki, Mr. Ng King Fai, Ms. Ho Yuk Ling, Ms. Leung Ching Wan, Mr. Yim Man Shun, Mr. Lam Chun Tung were mentors of new teachers. In collaboration with the Religious Affairs committee, new staff lunch gatherings were organized to provide our new teachers with spiritual support and pastoral care.	Related to Major Concern 1. *Gatherings were arranged regularly over the year.
Learning and Teaching	Seminar / Workshop Ms. Mandy Tsang from the Higher Order Thinking Association was invited to introduce effective questioning and feedback that can nurture higher order thinking in the classroom.	Related to Major Concern 1
	Professional Learning Community (PLC) Every panel head conducted a Professional Learning session for each subject / key learning area, regularly conducted for the discussion of issues concerning the developmental need of panels. The elements of higher order thinking were integrated in the professional learning sessions of different subjects.	Related to Major Concern 1
	“Courtesy and Manners in True Light Programme” Miss Leung Ching Wan and Miss Cheung Man from our Chinese Department introduced to our teachers their “Courtesy and Manners in True Light Programme”, as part of our partnership with the Hong Kong Institute for Promotion of Chinese Culture.	Related to Major Concern 1
	News Literacy Dr. Kelly Ku of HKBU was invited to share with us about the importance of news literacy nowadays. Teachers found the sharing inspiring.	Related to Major Concern 1
	Lesson Observation and Post Observation Conference for teachers Extended support for teachers based on lesson observation from October to December was offered by mentors for identifying strengths and weaknesses at an early stage.	Principal, VP, APs and Panels concerned are involved.
	Assignment Inspection and Written/ Oral Feedback Teachers were appraised in terms of teaching, marking and learning materials design qualities.	Related to Major Concern 1
	LTPR Approach Three new teacher support programs were organized to equip our new teachers with the LTPR (Learning, Thinking, Presenting, Reviewing) approach, effective classroom management with positive energy and work ethics. Most new teachers found the program useful for their work in the school.	Related to Major Concern 1
Student Support	Seminar / Workshop Mr. Alex Fan gave a brief explanation of the National Security Law and its enforcement in schools. The sharing enabled us to understand more about the Law.	Related to Major Concern 2



	Counselling skills for communication with parents Counselling psychologist Ms. Cheung Yin Ling was invited to share with our teachers how teachers should handle parents' complaints on the second staff development day. The sharing provided a lot of insights and skills for our teachers.	Related to Major Concern 2
Professional Exchanges with Various Parties	Sharing of the good practice in the Chinese Department Ms. Ho Ka Wai, Ms. Leung Ching Wan and Ms. Wan Yuen Fan from the Chinese Department shared their effective measures in Chinese Language teaching with teachers from the Christian and Missionary Alliance Sun Kei Secondary School.	Related to Major Concern 1
	Support Measures for Effective EMI learning Principal Lee and the Assistant Principal Mr. Cheung Pak Ki shared with the Principal and teachers from the CCC Chuen Yuen College and EDB official Ms. Christina Kwok about the effective measures that support EMI learning	
	Support to Online Lessons School-based support from the IT in Education Centre of Excellence (CoE) Scheme was organized. The EDB arranged distinguished teachers from local schools to share the teaching methodology under the BYOD environment. Mr. Man Ho Wai, the Vice Principal of Lok Sin Tong Yu Kan Hing Secondary School shared with us the latest development of BYOD around the globe. Also, teachers shared with us how to apply G-suite for education in the T&L of online lessons.	Related to Major Concern 1
Leadership and Management	Chinese Language The Chinese Language Panel participated in the School-based Support Services organized by the EDB. Lesson study was conducted so as to investigate the implementation of the writing curriculum.	Related to Major Concern 1
	English Language The English Language Department participated in SEED project of the EDB "Read to Speak: Developing 21st Century Communication Skills through Interaction with Multigenre and Multimodal Texts" so as to develop our speaking curriculum.	Related to Major Concern 1
	Mathematics The Mathematics Department collaborated with the Hong Kong Baptist University on a QEF project, aiming to promote STEM Education by infusing Mathematical Modelling into Secondary Mathematics. They also joined a SEED project of the EDB "Developing Active Learning Pedagogies and Mobile Application in Secondary Mathematics Education" so as to develop our featured curriculum.	Related to Major Concern 1
	Liberal Studies The LS department collaborated with the Hong Kong Baptist University on a QEF project, which aimed to nurture students' media literacy.	Related to Major Concern 1
	Others The STEM department participated in the EDB	Related to Major



	<p>school-based support programme titled Archaeology @ Science where we collaborated with Maryknoll Fathers' School on developing a school-based STEM cross-curricular module for junior secondary.</p> <p>The Home Economics and Visual Art Departments joined the Jockey Club ICH + Innovative Heritage Education Programme, which was co-organized by Lingnan University Hong Kong and Hong Kong Art School. Students learned the cheongsam sewing technique under the ICH master's instruction.</p> <p>The PE Department joined the "Flying High" programme, which aimed at providing sports-specific training to students while teaching and spreading the positive values of sports and the spirit of Olympism.</p> <p>The ICT Department joined a program organized by SenseTime to integrate Artificial Intelligence (AI) curriculum into the junior secondary curriculum.</p> <p>The Geography Department collaborated with the Chinese University of Hong Kong to organize an environmental protection program "Ridge to Reef".</p>	Concern 1
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2 OUR LEARNING AND TEACHING

2.1 Number of school days in the academic year

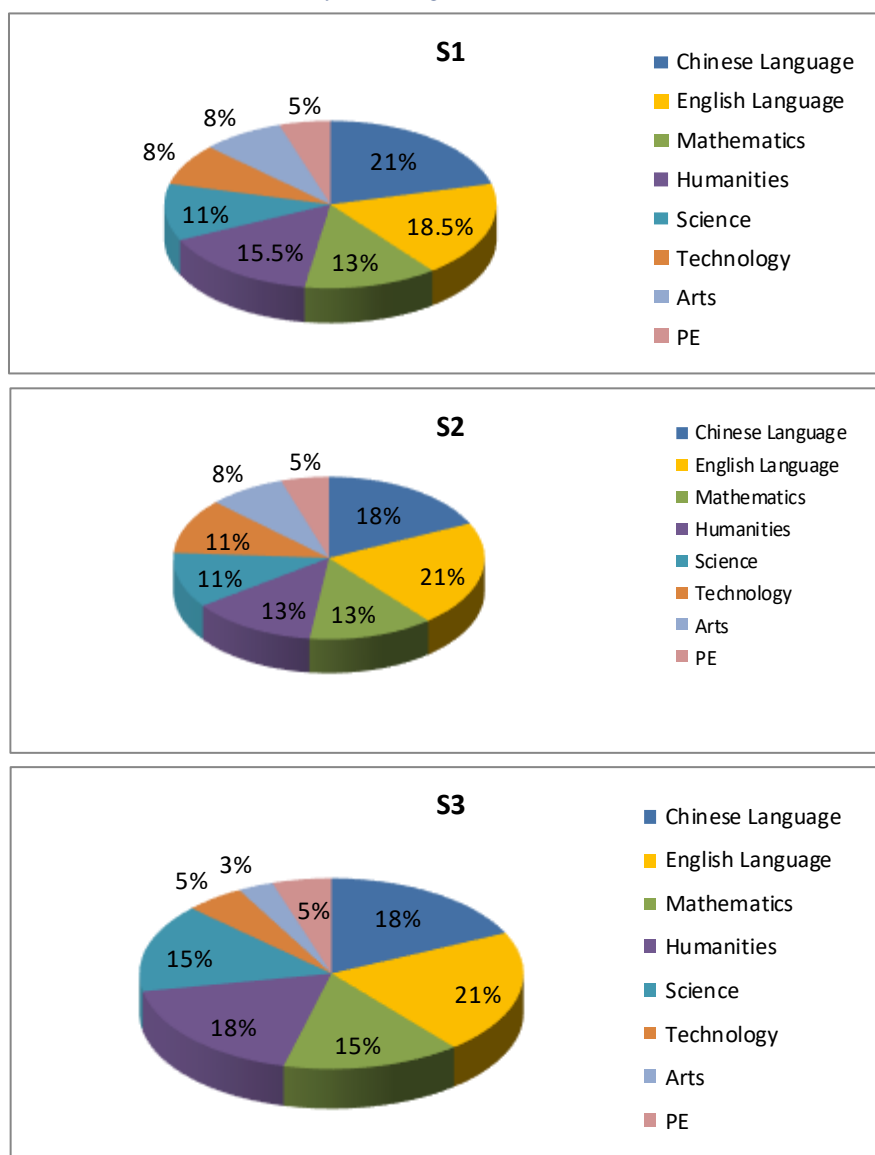
Number of school days in 2020-2021	
Number of days with normal lessons	195 days
Number of days with learning activities for whole school or junior forms.	6 days
Number of days for uniform tests & examinations	26 days

2.2 Student Population

Student Population 2020-2021	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	130	122	117	113	92	91	665

2.3 Our curriculum

We have 41 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 2020-2021 is listed below:

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

▲ compulsory subjects △electives

2.5 Medium of Instruction and Policy

MOI Policy

- With the implementation of the fine-tuning of the M.O.I. policy in 2010-2011, our school had Integrated Science and Geography taught in English in all 4 S1 classes and 3 classes had 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 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		
		The best group in each form learns Chinese in Putonghua		
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. Setting up the system of E.M.I. scores for students and teachers to keep track of students’ EMI learning abilities.
 4. Deploying an experienced SGM English teacher as the LAC Coordinator to oversee the implementation of M.O.I policies
 5. Devising E.M.I. policies across departments to ensure effective learning, teaching and assessment
 6. Running a school-based Pre S1 Summer Institute to enable newcomers to learn in an E.M.I. secondary school
 7. Including “Content and Language Integrated Learning” in S1 curriculum to facilitate effective learning in E.M.I. subjects
 8. Providing Saturday remedial classes for junior secondary C.M.I. classes to cater for their language needs
 9. Enriching the E.M.I. learning environment at school and beyond school with various activities like English Speaking Days (collaboration with E.M.I. subjects), English Week, Drama Club, and Debate Club, etc.

2.6 Cross-curricular Learning

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

1. Setting the theme of teaching and learning as “CARAD” (Conquer difficulties 克服難點; Apply what is learnt in everyday life 活學活用; Revisit challenging topics 溫故知新; Activate an analytic mind 分析貫通; Develop DARAC attributes 自主學習) as the theme of LTC to encourage self-directed learning where students were expected to take the lead 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 Council 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; Chinese Language and Liberal Studies in Senior 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
5. Making use of DLG to offer 16 courses ranging from knowledge developing of specific fields including Accounting, History, Geography, Chemistry, Physics, Biology, Information and Communication Technology and Chinese Language, to leadership training, field trips and STEM-related workshops for gifted students.

2.8 *Languages*

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

Chinese Language

1. Conducting Putonghua and Chinese culture learning class, including calligraphy, tea ceremony, and Chinese chess, at De Xin Academy
2. Running 禮行真光 (Courtesy at KTLS), where value and moral education was promoted through subject knowledge, with 「仁」、「約」、「和」、「敬」 (kindness, discipline, harmony and respect) as core values
3. Offering off-campus learning opportunities such as Chinese drama and public speaking competitions in order to raise students' interest in Chinese culture and to develop value education.
4. Strengthening students' creativity in literature through "Walk with Veteran" and writing workshops.

English Language

1. Refining the school-based "Reading Plus", an analytical approach to raise students' reading comprehension awareness
2. Refining speaking module "Read to Speak" under the SEED project of EDB
3. Organizing interactive activities and booths in the English Language Festival
4. Organizing a wide range of activities in debating, drama and language arts to provide students platforms to hone their language skills and strengthen confidence
5. Implementing "Markers' Goggles", "Writing Blocks", "View to Views", etc. to further promote self-directed learning in English Language
6. Implementing "Project Words of Wisdom" in order to promote value education and introduce life mottos

Others

1. Conducting a beginner's course in French with True Light Girls' College
2. Running a Japanese course, with beginners' level and intermediate levels, in Junior Secondary
3. Hosting the Joint-True Light 150th Anniversary Writing Competition, with Chinese and English as the two language streams



2.9 STEM

1. Organizing various STEM experiential learning sessions in STEM hub
2. Equipping the Science Research Team with skills to participate in the "Digi-Science" Video Production Competition for Hong Kong Secondary Schools 2020-21 (Senior Secondary Division), where they took home the championship
3. Running a food science project as a cross-curricular project in S3 where students explored how science came into play in different food products

2.10 Humanities

1. Arranging various visits for students to learn from first-hand experience, including visits to the Wong Nai Chung Gap, Community Farm, etc
2. Encouraging students to participate in numerous contests, including Social Entrepreneurship School Education Programme, Jockey Club Responsible Consumption Programme and Wofoo Millennium Entrepreneurship Programme, to develop the concept of sustainable development and entrepreneurship
3. Providing students platforms to develop self-directed learning through Young Scholar Channel
4. Enabling S1 students to learn about news literacy through Smart News Learning Program organized by HKBU



3 SUPPORT FOR STUDENT DEVELOPMENT

Student Support and School Ethos

2020-21 was the last year of the School Development Cycle, with the themes set as ‘MASTER-me’. The Student Affairs Committee focused its work on the latter domain. Nevertheless, with the influence of COVID-19, some measures were disrupted or cancelled. In this school year, a lot of schools faced challenges that had never been met before. Grounded on the foundation of a harmonious teacher-student relationship, teacher’s care could help students settle their emotions and build up a positive attitude. This in turn further enhanced their positive relationship forming a virtuous cycle.

4.1 Nurturing Programme

With the support and concerted efforts of various function teams and subject departments as well as different stakeholders, most Major Concern 2 programmes were conducted successfully, though some could not be conducted due to COVID-19. It was still encouraging to see that most strategies adopted this year yielded beneficial effects, creating a positive impact on students’ attitudes and behavior on the values promoted. It is planned that certain programmes will continue to be conducted in the next school year with some fine-tuning while some new programmes will be adopted to empower students further.

In such a year of countless unanticipated happenings, to maintain the well-being of students was not easy. To protect them from having mood issues, helping them to stay positive is crucial. During the long class suspension period, class teachers provided guidance to students regularly through sunshine phone calls and buzzing times through Google Meet where they not only nurtured the character of their students, but also developed a mutual relationship with them so as to establish a support network for them. Teachers were encouraged to adopt different strategies in their daily teaching to enhance the positive emotions among students and to cater for the physical and psychological needs of students. The “Caring Week”, co-organised by DGC and SAC, was held in September. Senior Form Prefects visited S1 classes in the morning to send their care to S1 students as to how they had adapted to the new school environment. Meanwhile, members from the Student Union and Prefects cheered their schoolmates up by distributing facial masks, mask-protecting cases and snacks during recesses. Observations from teachers showed that students could adapt reasonably well to class resumption.

Besides, in order to enable S1 students to understand the school better and nurture their sense of belonging to the school, True Light’s history, traditions and highlights were introduced in the curriculum of the “True Light Bearer’s Course”. Taking our Chinese History Teacher Mr. Yan’s Book “From Crane Cave to Lion Mountain: Brief History of Kowloon True Light School” as the base, students were taught through multi-media materials and activity-based learning, such as True Light Songs Singing Contest and True Light Quiz etc. In these ways, students learnt in an interesting way and the bonding among themselves as True Light Bearers was strengthened.

As one of the core partnership schools in QEF Thematic Network on “Promoting Wellness in School”, we implemented mental health courses “Out of the Dark” to add positive education elements in S1 and S2’s True Light Bearer’s Courses. This helped students find their own strengths and appreciate their own life values.

Meanwhile, this year our school held many experiential learning activities like floriculture workshop, Zentangle, Life Education Film Screening – Find Your Voice. Students relieved stress and negativity while positive thinking was enhanced.

S6 students were never neglected. There were messages of encouragement from the



Principal to cheer them up, and guidance from class teachers to support them to go through the challenging times. Also, the Parents-Teacher Association, the Alumni Association and the Student Union provided students with hand warmers and hot drinks to keep them warm and healthy in winter. Students felt immensely supported by the love and care, thus being able to build positive thinking and spread positivity with others.

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

In response to the epidemic and social situation, our school reminded students of the importance of mutual respect and teachers frequently checked on the emotional and psychological needs of students so that timely counselling and support could be provided. During class suspension, class teachers constantly contacted their students to see if they needed any assistance like lack of anti-epidemic materials. SAC also uploaded articles onto the school online platform to share some anti-epidemic tips with students and assist them in understanding and handling their emotions. All these were grounded on the positive relationships among teachers and students and peers and in turn further fostered the aforesaid positive relationships.

Information was provided to class teachers before the commencement of the school year and it enabled them to know more about their students' performance in the previous year. Monthly information on student behavioral performance was also provided to class teachers to help class teachers learn more about the difficulties and needs of counseling and discipline of their students.

Team building and adventure training were provided to prefects to help them develop team spirit and the quality of perseverance. In daily school life, prefects served in different school functions so as to nurture in them the willingness to shoulder responsibilities and the virtue of being trustworthy.

Fifteen S4 students were selected to participate in the "Plant Caring" programme organized by the Hong Kong Federation of Youth Groups. It fostered an appreciation for nature and promoted active listening at school while students learnt how to relieve stress, boost their positive energy and care for one another. Students who completed two theoretical and two practical lessons were appointed as "Wellness Ambassadors" providing assistance and support to junior form students.

To sustain the promotion of parental education in step with the school development, the Parent Teacher Association worked closely with the Religious Affairs Committee in the organization of "Parent Academy" with the aim of enhancing parents' communication skills with children, realizing holistic educations, as well as exposing parents to Christian gospels as the missions, including "The Six A's of Positive Parenting – Acceptance and Appreciation" by Mrs Josephine Ling of Hong Kong Character City Movement Limited. "Voicing my Expectations" by the educational psychologist Miss Jenny Chan, the sharing session "Nurturing resilience of children" given by Principal Lee Yi Ying and "Developing Your Children's Ambition" by Mrs Mak Ho Siu Kuen, the mother of straight-A Miss Hong Kong, Louisa Mak.

4.3 *Spiritual Development*

During the pandemic of COVID-19, teachers constantly sent some devotional materials to students to encourage them to have a close relationship with God. A series of online programs such as fellowship and cell groups were activated to facilitate Christian students' spiritual growth.



The evangelical gathering was held online in early March, recording over hundreds of students accepting Jesus as their God. It was gladdening that though not in school, small Group Ministry (22 groups across S1-S5, about 130 students in total) and the fellowship committee meeting were still going on regularly, in which teachers or church helpers met with students through Google Meet, having bible study, hymn-singing and prayer time. The efforts of the Religious Affairs Committee in promoting spiritual well-being were evident. We will keep praying for the faith of our students and take every opportunity to sow and irrigate.

On top of that, the Religious Affairs Committee organised evangelical film screening for students—"I Still Believe" for senior form students while "Embrace" for junior students. After the screening, Pastor Dr. Tan Hann Tzuu of the Media Evangelism Limited and Director Wong Ping Hung and Screenwriter cum school alumnus Elaine Li hosted the sharing session on Gospel messages about love and hope respectively. The event was an invaluable experience to students.

4.4 Life Planning Education

A series of career planning activities were run to help students acquire a better understanding of themselves and their career orientation.

The annual S6 Mentoring Programme, where there were activities to encourage our S6 DSE fighters to strive for excellence, was successfully conducted. S6 students donned their graduation gowns and took pictures, having a preview as to how much joy there would be when all their hard work paid off at the actual graduation. Through a workshop of Zentangle, students learned to search for serenity from within. Also, alumnae working in different professions were invited to be mentors to guide S6 students through career planning. Principal Lee also used the story of one of our renowned alumnae, Dr. Violet Lo (PhD in Mathematics, University of Cambridge), to inspire S6 students to pursue their dreams and aim high in the HKDSE exam. They were paired with students who had similar interests and aspirations in order to let students get an insight of their future career paths. Students showed their keen interest by asking questions as to how they pursue their life goals, and our alumnae happily answered each question with patience. Besides, a range of enterprise visits and online sharing sessions in order to introduce a variety of career options in life to our senior form students and to offer them help in life planning. Enterprise visits included Jones Day, Microsoft Headquarters (in partnership with Inspiring Girls), Milton's Exhibit Groups and Wild Art Studio (in partnership with Inspiring Girls).

The sharing by alumni for S5 students was conducted in July. All S5 students participated in the sharing about life planning, stress and time management and they showed great appreciation for the alumnae's dedication.

S3 students were also very much cared for, getting equipped to make informed decisions regarding further studies. In addition, there were two university visits to the Hong Kong Baptist University and the Hong Kong University of Science and Technology. Detailed information about subject selection was delivered with teachers' follow-up.

All these endeavours spread positivity and prevented students from feeling burdened due to uncertainties or worries about studying pathways. Our students showed keen interest in learning about different career paths and expressed that they benefited a lot from the activities.



4.5 Talent Development and Leadership Development

Apart from Visual Arts lessons, Music lessons and P.E. lessons that are part of the curriculum, activities and events in these areas were also part of the learning experiences our school offers the students. These provided exposure and awareness for our students, as well as offering training opportunities to acquire basic skills, and for some students, to attain competence and enabling those who were especially talented to perform on the open stage or join the external competitions.

For physical development, S2 to S5 students had the opportunity to practise martial arts (Wing Chun) and Thai boxing during P.E. lessons and learnt more about martial arts culture and strengthened their body and health. Also, our school joined the Jockey Club “Flying High” Sports Programme: Bi-weekly Fitness Training. S1 to S4 students engaged in fitness training sessions led by some retired local athletes and underwent individual physical fitness tests, challenges and taster programmes. Our sports teams participated in the Jockey Club “Flying High” Sports Programme – The 2nd Inter-school Fitness Challenge Competition, organised by the SF&OC Sports Legacy Company. Our students achieved excellent results in U14, U16 and U19 categories

Moreover, our basketball team put in excellent performances in the Double C 3-on-3 basketball competition and the Never Say Never 3-on-3 Basketball Competition (U16 Category).

For aesthetic development, the School Concert “We Are the Music Makers” was successfully held on 15 May, 2021 by the Music Department, giving student performers a chance to showcase their musical talents.

The English Drama Team also attained excellent achievements. They took part in the “Speak Up – Act Out!” Improvised Drama Competition 2020/21 and won Audience Prize as well as the Outstanding Script. The took home the Outstanding Audio-visual Effects and the awards for Outstanding Performer in the Hong Kong School Drama Festival 2020/21.

Unfortunately, due to COVID-19 pandemic, most of the competitions were cancelled. Nevertheless, every threat is an opportunity, the student leaders grasped the chance to get empowered and learn how to stay flexible and handle adversities. Leadership programmes like School Prefect and Class Monitor Training, were held to equip students for their leading posts.

Apart from school-based leadership training such as SIS, students were also recommended to join external leadership training, including the “Hong Kong 200” Leadership Training Project etc. These helped our student leaders be more persevering and capable of embracing challenges, and to realize that they were not be served but to serve. It is hoped that they can be more thoughtful, cooperative and willing to shoulder responsibilities.

4.6 Social Service and National Education

Apart from regular service programs held every year such as the Mock Trial – Justice Education Project and the CUHK Jockey Club Children Eye Care Programme, there were a number of new service events which also bolstered the service mindset in school. They include the following events:

- Some 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



spacing. Also, our students joined hands with “house captains” (elderly volunteers of public housing estates) to visit senior citizens who lived alone and families of elderly doubletons at Chuk Yuen Estate under this programme. Students gave out gift packs to wish the elders good health and happiness, and the friendly chats brought great joy to the elderly. As students extended their love and support to the needy, it not only enhanced intergenerational understanding but also strengthened bonds within our community.

- Moreover, with the support from the Jockey Club, InnoPower@JC: KTLS ‘Sparkle in Service Learning’ Project, was launched this year. It aimed to enhance students’ capacity to become self-directed learners through community service, to foster their growth mindset and to develop their multiple intelligences so as to encourage them to participate and make contribution to society.

- Our school participated in the Jockey Club Fair Trade School Award Scheme and was awarded one of the Fair Trade Schools in Hong Kong.

- Over hundreds of S1-S5 students participated in the programme “DIY Zentangle Hand Sanitizers Volunteer Programme” which was organized by the Hong Kong Federation of Youth Groups and drew Zentangle art design for over 200 packages of hand sanitizers. The hand sanitizers were delivered and distributed to the elderly and people in need.

- Our school joined the Children’s Rights Education Funding Scheme and hosted the Hong Kong Secondary School Children’s Rights Debating Competition to raise the awareness of children’s rights.

Students participated actively in the aforesaid events. The events were successfully at building social connection and empathy among students.

The establishment of responsible citizenship is of vital importance. National Education is conducted adopting a whole-school approach. Learning activities on various national and civic education topics were incorporated in both the formal curriculum and informal curriculum. Different subjects and committees took part in providing knowledge and organizing learning experiences to nurture students so as to develop them into informed citizens who care for themselves, their family, the school community, the Hong Kong community, the country, the Asian region and the world. In addition, in order to deepen the students’ understanding about our country, our school set up broad displays regarding the National Flag, the National Emblem, the National Anthem, the Constitution Day, the National Security Education Day and the Basic Law. Students participated in the Century-Long March Quiz Competition covering knowledge about modern Chinese history and Chinese culture actively.

4.7 *Environmental Education*

To encourage students to develop an interest in gardening, the Environmental and Health Education Committee took part in ‘One Person One Flower Scheme’ and ‘Planting Herbs in School Scheme’. Seedlings of dianthus chinensis were distributed for students and teachers to grow plants at home. The Environmental Protection Ambassadors worked together to plant some flowers and herbs on campus to beautify the school environment.

Also, our school was one of the trial schools for the Hong Kong Jockey Club Ridge to Reef (R2R) Environmental Education Programme. As the pioneer in this programme, the Geography Department designed and implemented modules on the relevant concepts on oyster reef and the environments from the geographical perspective to enhance students’ awareness of the environment.



4.8 SEN

Inclusive Education Committee was established this year. Together with the Learning Support Grant and the school resources, various measures were put into effect. There was a regular communication channel with parents and assessment to identify if students had special educational needs. Regarding confirmed cases, apart from referral to educational psychologists, there were also various appropriate support services, like individualized education programs, social groups, speech therapy, tutoring and adjustments in assignments and assessments. School-based inclusive activities were held so that our students could have the opportunities to learn how to accept others' deficiencies that arose through no fault of their own.

Special support like counselling sessions were still arranged during class suspension and teachers kept good contact with the SEN students and their parents in that period of time. 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.

4.9 Financial Support

Assistance was provided for students in applying for various learning funds. Internal scholarships were set up and assistance was provided for students who would like to apply for external ones. 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. 21 students received an E-class subsidies of between \$500 and \$3500.



4. STUDENT PERFORMANCE

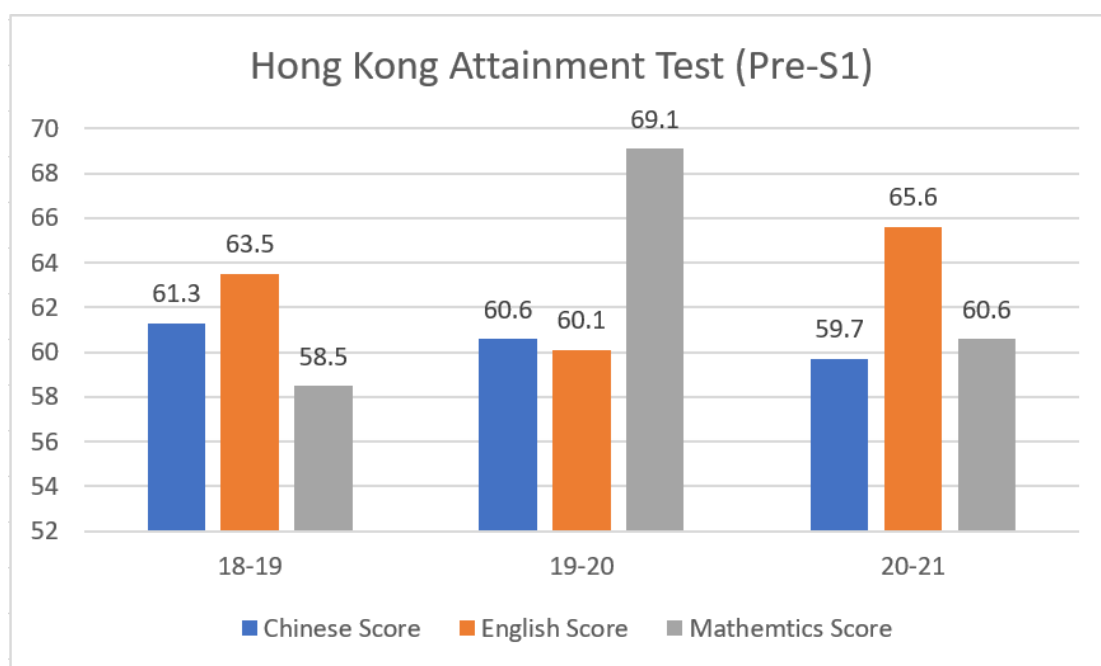
4.1 Students' Attendance (whole school year)

2020-2021	Percentage
S1	99.5%
S2	99.2%
S3	98.6%
S4	98.3%
S5	98.2%
S6	98.1%
Average	98.8%

4.2 Hong Kong Attainment Test (Pre-S1)

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

Year	Chinese score	English score	Mathematics score
18-19	61.3	63.5	58.5
19-20	60.6	60.1	69.1
20-21	59.7	65.6	60.6

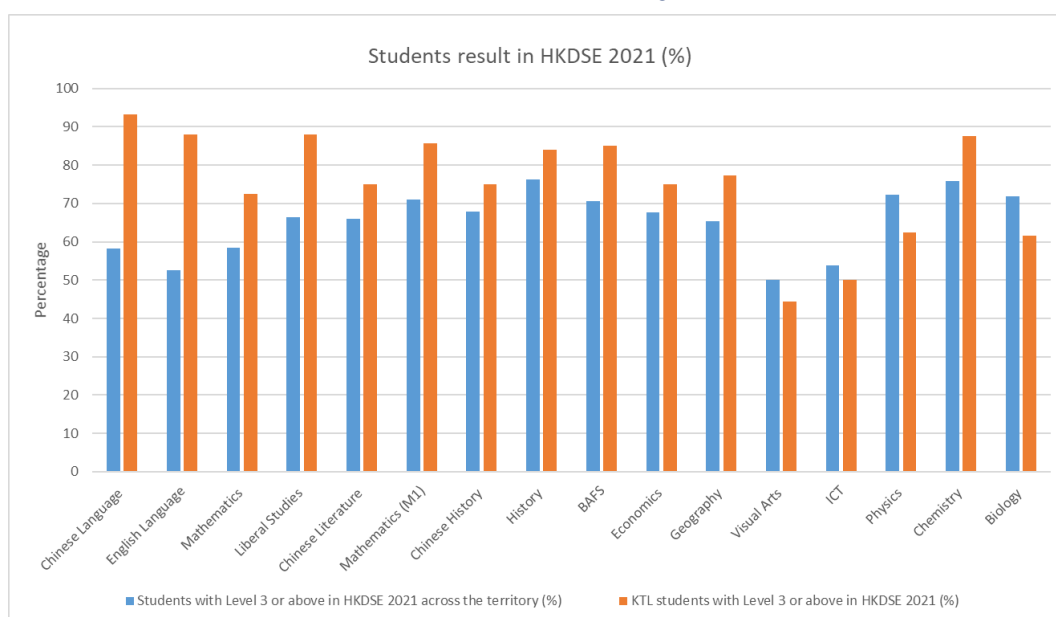


4.3 Results in HKDSE

With the unrelenting effort and unyielding support of teachers and parents, the students achieved gratifying results. A total of 91 KTL students sat the 2021 HKDSE. In 5 subjects, they achieved better than the Hong Kong average at Level 5 or above. In 12 subjects, they achieved better than the Hong Kong average at Level 4 or above. The most commendable results went to Chinese Language and Liberal Studies for core subjects, with more than half of the cohort attaining Level 4 or above.

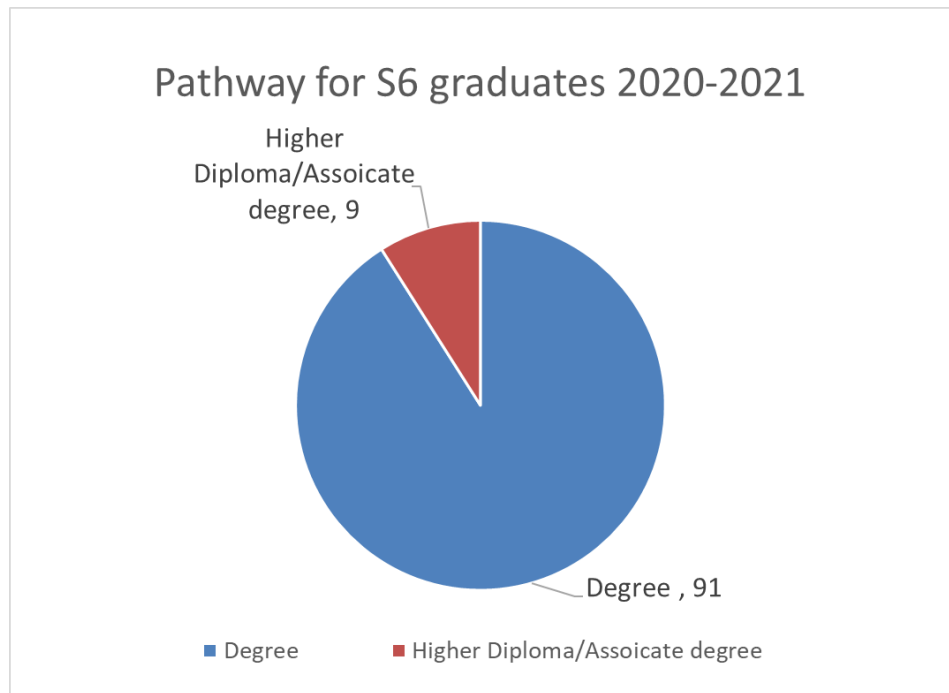
Overall, the percentage of students attaining the minimum requirement for university admission (33222) was 83% while the Hong Kong average was 37%. The performance in the four core subjects was truly meritorious with 94% and 88% awarded level 3 or above in Chinese Language and English Language respectively, which were much higher than that of Hong Kong on average as the averages were 58% for the former and 53% for the latter. 96% and 100% of KTL students were awarded level 2 or above in Mathematics and Liberal Studies respectively when the Hong Kong averages were 81% and 89% in these two subjects.

The top student, Wong Wai Sze, scored 36 marks in six subjects with 5** in Chinese Language and Mathematics, 5* in Economics and BAFS. She has been admitted to CUHK studying in the Bachelor of Science in Quantitative Finance and Risk Management Science.



4.4 Pathways of Graduates

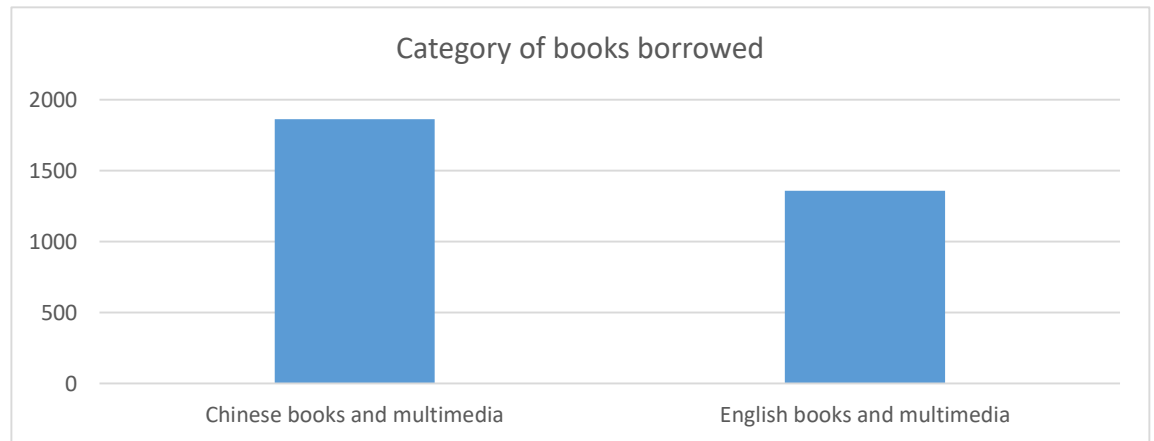
91% of students received degree offers while 84% of students received a JUPAS offer in the year 2020-2021. Among the successful applicants, 81% received a degree offer while the remaining 3% received a higher diploma/associate degree offer.



5.5 *Students' Reading Habit*

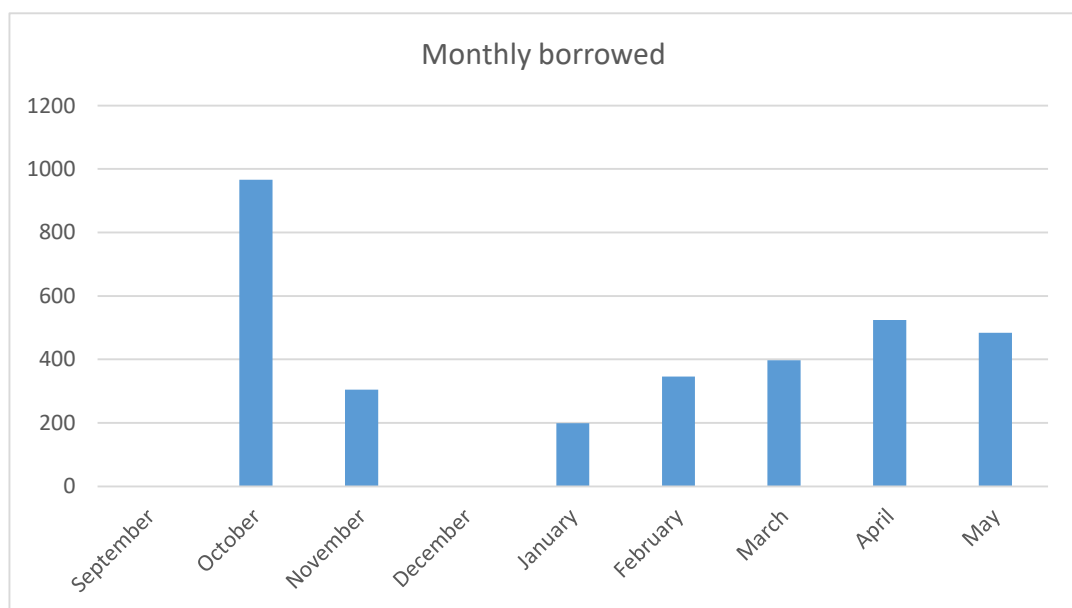
- Number of books borrowed (Year)

Category	2020-2021
Chinese books and multimedia	1863
English books and multimedia	1358



Monthly borrowed amount

Month	2020-2021
September	0
October	966
November	305
December	0
January	199
February	346
March	397
April	524
May	484



5.6 Achievements and Awards 2020-2021

Events	Awardees	Results
Academic		
72nd Hong Kong Schools Speech Festival – Cantonese & Putonghua		
- Solo Verse Speaking (Cantonese)	S4 Kwan Wai Yan	1 st Runner-up
- Solo Verse Speaking (Taoism Scripture)	S4 Kwan Wai Yan	1 st Runner-up
- Solo Verse Speaking (Christian Scripture)	S4 Tang Hoi Man	1 st Runner-up
- Solo Verse Speaking (Cantonese)	S4 Tang Hoi Man	2 nd Runner-up
- Solo Prose Speaking (Cantonese)	S1 Chow Yin Ching	2 nd Runner-up
- Solo Verse Speaking (Mandarin)	S4 Kwan Wai Yan	Merit Award
- Solo Verse Speaking (Catholic Scripture)	S4 Tang Hoi Man	Merit Award
- Solo Verse Speaking (Cantonese)	S1 Lee Ching Yiu Yuri	Merit Award
72nd Hong Kong Schools Speech Festival - English		
- Solo Verse Speaking (Open)	S2 Tam Sing Wai	Champion
- Solo Prose Reading	S2 Tam Sing Wai	Champion
- Solo Public Speaking	S2 Tam Sing Wai	1 st Runner-up
- Solo Verse Speaking	S2 Tam Sing Wai	2 nd Runner-up
- Solo Verse Speaking	S1 Cheung Tsz Kiu Katie	2 nd Runner-up
4•23 World Book Day Creative Competition (Senior Secondary English Category)	S5 Ye Wing Lam	Outstanding Award
Hong Kong Secondary School Debating Competition	English Debate Team S2 Tam Sing Wai S2 Wong Sin Yu S2 Lam Yau Tung Jasmine S5 Choi Wai Yiu	Champion Best Speaker Best Speaker Best Speaker Best Debater
Asian English Usage Contest	S4 Kong Yee Ki S4 Cheung Man Lok	Silver Award (Heat) Bronze Award (Final)
SOW Creative Writing Competition	S4 Tan Hiu Ching S4 Change Hoi Ying S2 Wong Sin Yu	Outstanding Award Outstanding Award Commendable Award
True Light Inter-school 150th Anniversary Writing Competition	S5 Leung Ho Yi	Silver Award
The 9th Inter-school Competition of Project Learning on Hong Kong History & Culture	S4 Kwan Wai Yan S4 Lin Lina Lam S4 Lo Pui Kei S4 Tan Hiu Ching	1 st Runner-up
Long March Interschool Competition	S4 Siu Queen S4 Lo Wing Kiu S3 Wong Lok Yan Co Co	Certificate of Appreciation



Competition for Hong Kong Secondary Schools (Senior Secondary Division)	S5 Xu Pak Lam	
Hong Kong Young Ambassador Scheme	S5 Wong Ying Sin	Silver Award
HKICPA Accounting & Business Management Case Competition	S5 Tang Cheuk Lam S5 Chan Man Tsik S5 Chan Hiu Tung S5 Lam Hoi Ching	Certificate of Proficiency
HKICPA Scholarship for Secondary Schools 2020-2021	S5 Choi Yuen Ki	Awardee
The HKCC Business Excellence Contest	S4 Tan Hiu Ching S4 Lim May Lin S4 Tsoi Tsz Ue S4 Yeung Lok Yi	Merit Award
The Most Respectful Historical Icon Creative Competition	S5 Au Yeung Nga Yu Accalia	Merit Award
"A Taste of History" Hong Kong Secondary School Students Competition		Promotion of Cultural Reading Award
"A Taste of History" Hong Kong Secondary School Students Competition - Online Reading Competition (Elementary Level)	S1 Ahmad Alima S1 Chan Hiu Nam Isabella S1 Chiu Ting Wai S1 Chow Yin Ching S1 Lau Cheuk Lam S1 Lee Ching Yiu Yuri S1 Luk Lee Hung S1 Ng Tsz Ching S1 So Ming Yan S1 Tin Tsz Ching S1 Tsang Yau Mei S1 Tse Gwentyth Q S1 Wong Jenny S2 Tse Tsz Ching S2 Wong Sin Yu S2 Yau Pui Ka S3 Bhatia Jiya Jitendra S3 Bibi Rasti Sajid S3 Chan Ling Hei S3 Cheung Tsz Yan S3 Chiu Wing S3 Chuang Tsz Ying Lely S3 Fung Wing Yan S3 Lai Hoi Lam Hilary S3 Ma Pui Sin S3 Tan Hiu Yan S3 Tang Youyou S3 Tse Kwan Yu S3 Tse Kwan Yuk S3 Tsoi Ngo Lam S3 Wang Yang S3 Wong Lai Ching	Outstanding Award



	S3 Wong Yuet Ki S3 Yu Chiu Yuet S3 Zhang Ping Ting S4 Chiu Hoi Ching S4 Leung Ho Yan S4 Lo Wing Kiu S5 Suen Yuet Tung S6 Aleeza Malik S6 Zalfah Liaqat Gul S1 Chan Cheuk Ue S1 Chan Hing Tung S1 Cheng Yi Hang Abigail S1 Cheung Ka Lam S1 Choi Yan Kiu S1 Chong Wing Yan S1 Fung Tsz Sin S1 Hui Wing Sze S1 Lee Ngo Ching S1 Lo Joelle Isabelle S1 Ng Nga Ching Alison S1 Tang Tsz Tung S1 Wan Wing Yu S2 Cheung Yee Ni S2 Choi Hiu Wai S2 Chow Cheuk Wing S2 Lam Cho Man S2 Tang Hiu Ying S3 Chan Tsz Yan S3 Choi Hei Tung S3 Chui Tsz Yu S3 Ding Moon Ching S3 Fong Hoi Yin S3 Kei Yuk Kwan S3 Kou Tsz Ching S3 Kwan Hoi Kiu S3 Kwan Tsz Ki Karina S3 Kwok Mei In S3 Lam Sin Tsz S3 Leung Sze Tung S3 Liang Jialin S3 Ng Yat Yu S3 Pang Wing Yin S3 Tsang Pui Yin S3 Tse Nok Hang S3 Tsui Lok Yi S3 Wong Wing Yu S3 Wu Sze Wing S3 Zhong Xiaoying S4 Chen Hei S5 Chan Hoi Man Michelle S5 Chan Ka Yan S5 Cheung Ting Wai	Certificate of Merit
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	S2 Lo Pui Kwan S2 Tse Tsz Ching S3 Chu Hiu Ching S3 Wong Hoi Chi S4 Chim Hau Tung Ashley S4 Choi Lok Hei Hailey S4 Lee Sum Yuet S4 Lo Wing Kiu S4 Pang Yee Ting S4 Yeung Lok Yi	Women's Team Champion
Never Say Never 3-on-3 Basketball Competition	S4 Cheung Hau Yan S4 Lo Wing Kiu S4 Pang Yee Ting S4 Yeung Lok Yi	1st runner-up
	S1 Lin Ue Shan S1 Tsang Yau Mei S1 Tsui Yee Ting S1 Wong Yi Lam	2nd runner-up
	S2 Lam Ka Lai S2 Tse Tsz Ching S3 Chu Hiu Ching S3 Wong Hoi Chi	3rd runner-up
Double C 51 Cup 3-on-3 Basketball Competitions	S1 Lin Ue Shan S1 Tsang Yau Mei S1 Tsui Yee Ting S1 Tang Tsz Tung	U13 Champion
	S2 Lam Ka Lai S2 Tse Tsz Ching S3 Chu Hiu Ching S4 Cheung Hau Yan	U15 2nd runner-up
	S4 Lo Wing Kiu S4 Pang Yee Ting S4 Yeung Lok Yi S5 Tam Cheuk Kiu	U17 1st runner-up
Double C Summer Cup 3-on-3 Basketball Competitions	S4 Lo Wing Kiu S4 Pang Yee Ting S4 Yeung Lok Yi S5 Tam Cheuk Kiu	U17 Champion
SportACT Award Scheme	S1 Lai Nga Wing S1 Lee Ching Yiu Yuri S1 Tin Tsz Ching S1 Wan Sin Tung Ceci S1 Yuan Shan Yap S2 Wong Chung Yan S3 Bibi Rasti Sajid S3 Cheung Tak Tung S3 Hui Sin Yau	Gold Award



	S1 Chen Wing Tung S1 Cheung Sze Ching S1 Cheung Tsz Kiu Katie S1 Fong Ho Ching Nicole S1 Lee Cynthia S1 Tang Tsz Tung S1 Wong Yi Lam S3 Cheung Tsz Yan S3 Fung Wing Yan S3 Kei Yuk Kwan S3 Ngan Yu Hei S3 Wong Lok Yan Co Co S3 Tan Hiu Yan S3 Yeung Lok Yi	Silver Award
	S1 Ip Chi Ching S1 Lau Yan Yin S1 Law Tsz Wai S1 Lee Yuet Yiu S1 Luk Lee Hung S1 Tse Gwentyth Q S1 Wan Wing Yu S1 Zhou Sili S3 Chan Pui Yi S3 Chuang Tsz Ying Lely S3 Chui Tsz Yu S3 Pang Wing Yin S3 Tsang Pui Yin S3 Wong Wan Yi S3 Yu Yee Nok	Bronze Award
Art, Music and Creation		
Hong Kong School Drama Festival 2020/21	English Drama Team S5 Tang Cheuk Lam S4 Kwan So Sum	Award for Outstanding Script and Audio-visual Effects Outstanding Performers
Speak Up Act Out! Improvised Drama Competition 2020/21	English Drama Team	Audience Prize
73rd Hong Kong Schools Music Festival (2020-2021)	S6 Chan Pui Ting S4 Chan Nga Chi Sofia S3 Ng Wai Kiu S2 Au Wing Chi S1 Wong Jenny S2 Wong Yoko	Grade 8 Piano Solo-Gold Award Female Voice -Secundary School (Aged 16 or under)-Silver Award Grade 5 Piano Solo-Silver Award Grade 6 Piano Solo-Silver Award Grade 4 Piano Solo-Silver Award French Horn Solo Secondary School –



	S3 Wong Wing Yu	Junior-Silver Award Grade 6 Piano Solo-Bronze Award
The 16th “My Hong Kong Dream” Song Composition Competition	S4 Wong Christy	1 st Runner-up
International European Music Competition 2020 Hong Kong Region-Vocal Intermediate Aged 13	S2 Tam Hoi Ting Maggie	Merit Award
Taipei International Youth Music Competition 2020 Hong Kong Region	S2 Tam Hoi Ting Maggie	Vocal Intermediate Group - 2 nd Runner-up Chamber Music Group - Honorable Mention
The 7th International Zheng Competition (Hong Kong Area)	Zheng Ensemble	Silver Award
The 31st Secondary Students’ Best 10 Books Election: Bookmark Design Competition	S5 Ho Nga Sin Jenny	Champion
Population Census Mobile Messaging Application Sticker Design Competition for Secondary School Students 2021 (Junior Secondary Section)	S1 Tse Gwentyth Q	2nd Runner-up
The 7th Hong Kong Secondary School Mini-Movie Competition	S4 Ma Ka Sin S5 Kwok Wai Yu S5 Chui Tung Hei S5 Wong Ying Sin	Best Screenplay Award
The 57th Schools Dance Festival Competition (Chinese Dance)	Chinese Dance Team S6 Lok Yi Ching	Highly Commended Award
Poster Design Competition and Mobile Messaging Application Sticker Design Competition for Primary & Secondary School Students	S1 Tse Gwentyth Q	2 nd Runner-up
Outstanding Performance in Extra-curricular Activities Programme 2020-2021	S6 Lok Yi Ching	Awardee
“A Taste of History” Hong Kong Secondary School Students Competition – Table Mat Design Competition	S5 Ho Nga Sin Jenny	1st Runner-up
Others		
Ng Teng Fong Scholarship (Hong Kong) 2020	S5 Pang Ming San	Awardee
Hong Kong Outstanding Students Awards in Kowloon City 2020-2021	S3 Yu Chiu Yuet (Junior) S5 Tang Cheuk Lam (Senior)	Outstanding Secondary Student Award
“Pursuing Excellence and Beyond” Youth Leadership	S4 Yeung Lok Yi S5 Tang Cheuk Lam	Awardees



Award Scheme 2021		
Future Stars – Upward Mobility Scholarship 2021	S4 Kwan So Sum S5 Pang Ming San	Awardees
Youth Impact Award 2.0 (2020-2021)	S4 Kwan Wai Yan S4 Lin Lina Lam S4 Tan Hiu Ching S4 Lo Pui Kei S4 Fan Ka Wai S4 Kwong Tsz Yan S4 Wong Yee Ching S4 Kong Tsz Wing	Bronze Award
“Hong Kong 200” Leadership Project	S4 Kwan Wai Yan	Silver Award
The Mock Trial – Justice Education Project	S3 Cheng Chloe S4 Yeung Lok Yi S4 Kishiro Riri S4 Wong Miranda Toledo S4 Lin Lina Lam S4 Li Sze Lok S5 Tang Cheuk Lam S5 Xu Pak Lam	1 st Runner-up
	S5 Tang Cheuk Lam	Best Lawyer Award
	S4 Li Sze Lok	Best Witness Award
Outstanding Environmental Protection Ambassador Awards	S5 Ye Wing Lam S5 Lee Hui Yi S5 Lung Hei Loi	Gold Award Silver Award Bronze Award
Student Environmental Protection Ambassador Merit Awards	S1 Ko Yu Ching S1 Wan Sin Tung Ceci S1 Chan Fiona S3 Yeung Tsz Yan S3 Chiu Wing S3 Wong Yuet Ki S3 Ma Pui Sin S4 Leung Ho Yan S4 Fung So Chun S4 Kwan On Ki S5 Mustafa Noor Fatima S5 Leung Hei Ching S5 Leung Chun Wing Janisa	Bronze Award
Green Prefect Programme 2020/2021	S1 Lau Yan Tung Alva S1 Lam Wing Chau S1 Chan Fiona S1 Malaika-rani S2 Yu Hong Wa S2 Huang Yuen Sze S2 Chan Man Hei S3 Chiu Wing S3 Wong Yuet Ki S3 Chan Pui Yi S4 Siu Queen S4 Pang Hiu Lam S4 Hui Sin Nga	Certificate of Appreciation



	S4 Kwan On Ki S5 Cheung Ting Wai S5 Lee Hui Yi S5 Lin Hei Yee Tiffany	
Star of the Year Award	S5 Chan Ka Yan	Area of Music
	S5 Tang Cheuk Lam	Area of Service



6. MAJOR CONCERNS

5.1 Achievements and Reflections for the year 2020-2021

● Major Concern 1:

To develop students into self-regulated learners

Achievements

- A. To reinforce the development of the school curriculum focusing on students' showing and reviewing skills in the 'Learning, Thinking, Showing and Reviewing' approach
- Subject panels developed a 'Food for Thought' manual, such as the grammar framework in English Language (S4, S5), or embedded high-order thinking questions in selected modules in their schemes of work. This enabled subject teachers to raise an appropriate amount of high-order thinking questions to make 'thinking' and 'showing' more explicitly happen in lessons.
 - Schemes of work of each subject were refined with the focus on elements for students to develop showing and reviewing skills. Teaching & learning strategies, such as peer sharing, case study, forum, conference, debate, etc, have been used for illustrating such skills.
 - Exploratory / problem solving elements were extended to CL (S2), Home Economics (S3) and VA (S4). A problem-based approach made learning more authentic and relevant, encouraging students to put theories and knowledge into practice through different high-order thinking skills.
 - 4 sessions of markers' training meetings for S6 students were conducted in English (Marker's Goggles) and will be conducted in S5. 2 sessions of markers' training meetings for S6 students were conducted in Liberal Studies. Other subjects including Geography, Chinese Language, etc. also applied the elements of such in their SS classes. The approach enabled students to develop a critical mind when approaching exemplars and their own work based on a set of assessment criteria and descriptors, elevating their own improvement as a result.
 - Assessment elements, such as quizzes and dictations where learning skills were applied were incorporated in CLIL to evaluate their language use in showing and reviewing. Students found these helpful in consolidating what they learnt.
 - The framework of "8cellent" was introduced to all subject panels for developing learning and teaching strategies for higher achievements in HKDSE. Subject panels emphasized the coverage of details, approaches to difficult topics, questioning, consolidation, assessments, feedback, focused remedial, and confidence building.
- B. To consolidate the self-directed learning framework (DARAC= disciplined, active, reflective, autonomous, capable)
- CARAD was set as the year theme of LTC: Conquer difficulties, Apply what is learnt in everyday life, Revisit challenging topics, Activate a mind of analysis, Develop DARAC attributes. The concept was introduced throughout the term.
 - A self-directed learning blueprint 'DARACast' was set up for managing relevant mass learning programmes. Both formal and informal curricula of the whole school regarding self-directed learning were included in this blueprint.



- Morning assemblies were conducted with speeches about ‘disciplined’ and ‘active’ learners by LTC chairpersons. (D, A)
- Learning package “From Curiosity to Discovery” was developed in Integrated Science. (A)
- Learning Cells were extended to Mathematics (S2) focusing on retrieval practice (A). Learning Cells focusing on elaboration and substantiation also took place.
- Assessment as learning was promoted in KTL portal by Student Learning Support Program and the use of personal growth handbook.(R)
- Elements of study skills such as mnemonics, textbook reading and campus language in CLIL were consolidated. The whole scheme of work was revamped. 2 thorough lesson studies were conducted.
- After- school remedial programmes in S1 Chinese and S2 Mathematics have been organized through Google Meet so as to consolidate the knowledge foundation of target students. After-school tutorial classes have also been organized for students who have low motivation in homework completion. However, buzzing time sessions for students to review their timetables had to be cancelled due to COVID-19.
- A dual coding workshop was conducted for S3 students, consolidating the skill of “text-to-graph” and “graph-to-text” with hands-on experience.

C. To develop a strong academic atmosphere

- Reading Week was conducted in the first term focusing on Chinese reading. Students learnt about various aspects of information related renowned authors and their works through posters, booths and interaction with the student librarians and teachers. Sayings related to a good reading habit were displayed around the campus.
- Theme-based expos were conducted in academic weeks, including science topics and female scientists in STEM week, ethnic cultures in English Language Festival and authors’ profiles in Reading Week. Students enjoyed and appreciated these activities when a lot of other activities had to be cancelled due to COVID-19.
- Interschool academic competitions were organized, such as the True Light 150th Anniversary Writing Competition conducted by the Chinese and English Departments. More competitions are to take place in the second term.
- KTL Young Scholar Channels were run from Humanities subjects. However, lunch time forum coordinated by the LS department had to be cancelled due to COVID-19.

D. To consolidate the school-based gifted education framework ‘Sight, Heart, Mind’

- Self-nomination to the talent pool was implemented via KTL Portal, targeting S1 students.
- A workshop for gifted students, conducted by Dr Violet Lo with the theme of characteristics for leaders were conducted. Selected students attended a face-to-face workshop and were engaged in a series of online workshops with local and overseas high school students and undergraduates. The concert ‘Quantum Music’ was staged as the course outcome. (HEART)
- A joint-school community service for gifted students was arranged. It was a



joint-school tutoring service in collaboration with 4 local schools: Cheung Sha Wan Catholic Secondary School, Pope Paul VI College, True Light Girls' College and Queen's College. Our working partner was Heep Hong Club. Selected students attended online training workshops and visited SEN young students in July, hosting interactive STEAM workshops. (HEART)

- The STEM branch of the Academy for Gifted Education is enhanced through course-based and team-based training (SIGHT/MIND) with robotics as the theme.

E. To transform our e-learning initiatives as the platform to deepen the 'Learning (L), Thinking (T), Showing (S) and Reviewing (R)' approach

- Use of Learning Management Systems (LMS) in L&T
 - ◆ Learning and enrichment materials e.g. extended reading, instructional video, essay exemplars, etc. were posted on LMS in Chinese Language and Mathematics. Many other subjects also had a rich collection of materials systematically located on Google Drive or Google Classroom (L).
 - ◆ Students consolidate and present their learning by online collaborative drawing tools such as the use of Google Jamboard in History, Chinese History and Geography.
 - ◆ Students shared their work in LMS to facilitate peer evaluation in Economics and Visual Arts (S5) (R).
 - ◆ Due to face-to-face lesson suspension, all subjects were very familiar with conducting online lessons and interactive online activities, with the full support of LTC and ITC in terms of software and hardware.
- Use of e-learning strategies during the lesson
 - ◆ Two 2-lesson e-learning modules were developed by subject panels to promote the use of iPad during lessons. Teachers and students became adept at a range of e-learning tools such as Kahoot, Jamboard, etc.
 - ◆ Online learning package 'Writing Blocks' were adopted in S3, S4 and S5 in English. Students engaged in extensive online learning activities in each writing assignment. These activities focused on form and content. Teachers collected students' learning outcomes electronically for developing follow-up teaching activities and offering timely feedback.
 - ◆ Students produce explanatory videos discussing interesting Science issues in IS.
- Use of e-learning strategies to facilitate assessment as learning
 - ◆ Cloud-based Academic Benchmarking Systems are developed in Biology, Physics, Chemistry and ICT to facilitate self-regulated learning and consolidate students' knowledge foundation.
 - ◆ Senior form students used the personalized learning system developed in the Online Question Bank to pinpoint their need for improvement.
- To equip our students to learn effectively in an BYOD environment
 - ◆ The use of Google classroom has been strengthened with the systematic training by CL. It facilitates the smooth application of Google classroom as the platform



for collecting homework and sharing teaching materials during online lessons.

- ◆ The bulk purchase of devices was ongoing and the BYOD scheme will be implemented with Acceptable Use Policy (AUP) as the school's disciplinary measures.

Reflection

- A. Various thinking skill development can be strengthened, such as problem-solving, decision-making, explaining, persuading, constructive critical thinking and innovating. 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.
- B. The promotion of self-directed learning shall be extended and deepened, such as reflective learning and disciplined learning.
- C. STEAM shall be promoted more rigorously.

● **Major Concern 2:**

To implement a whole-school approach to cultivate character strengths, positive values and potentials development through value education and life education

- A. To facilitate holistic implementation of value education in all domains.
- New Personal Growth Handbooks for junior forms and senior forms were published. Written guidelines about learning habits such as time management and stress management were included in the Personal Growth Handbook.
 - Alpha course for teenagers was added into the Ethics and Religious Education syllabus to nurture positive values and attitudes with Christian values.
 - Our school has been selected as the Core Star School of HKU QTN Project. The content of the TLB course was revised with reference to the suggestions given by HKU.
 - A school-based life education curriculum, including values and attitudes, with the support of QEF grant is developing. TLB Course and form-based teaching packages in PVE Courses have been revised.
 - More opportunities were offered by various committees to cultivate interest and foster strengths of our students. ECA implemented many new interest classes for S1-2 students; NSCC offered service programs and leadership-training programs for S3-5; DGC designed a new prefect leadership training program; SAC and IEC provided some special programs for SEN students and MI students. The above new programs enriched the leadership training offered by Student Union, Student Fellowship, Houses, clubs and ambassadors, gifted programs for talented students and nomination of outstanding students by SAC.
 - Many students joined leadership-training programs organized by external organizations such as UNICEF envoys, Hong Kong 200, Kids for Kids, Youth Impact Award, etc. The students also proposed self-directed activities such as Social Innovation Club.
 - Monthly inter-class competitions about MASTER-me were held by DGC. Assessments include attendance, punctuality, cleanliness and discipline. It aroused students' awareness of self-discipline successfully.
 - "Positive Campus" was presented with inspiring quotes. Some of the quotes were suggested by students through Quotes Collections on Positive Thinking.
- B. To guide students to set goals and plan for life pursuits based on their interests and strengths.
- New ECA has been added for S1-2 students to choose, which could help students cultivate their interests and explore their strengths.
 - Lunar New Year Flower Market was held to provide more opportunities to showcase students' talent.
 - The Online Aesthetic Development Award Scheme and Ambassador Scheme was to be implemented to encourage students to explore and discover novel ideas.
 - A school-based program was merged into the Personal Growth Handbook to facilitate the discussion on the selection of SSE study choices.
 - Online info day of different universities were introduced to S3 and S6 students. Most



of the students participated enthusiastically and found it useful and inspiring in understanding different programs in the universities.

- A video about SSE study choices was made by CGC for S3 students and parents. The feedback was good.
- Training to teachers about beliefs and curricula of Life Education & Life Planning Education for each form took place before the term began.

C. To provide platforms for students to integrate their career/academic aspiration to their whole-person development. To promote strength-based and potential-based education with the provision of leadership opportunities for students to explore their potentials.

- Students developed leadership by organizing services with external organizations.
- Students were nominated to apply for scholarships and award schemes provided by external organizations and some of them were awarded such as UNICEF Young Envoys, Hong Kong 200 Leadership Project 2020, 4C Youth Leadership Project.
- Teachers, parents and students found the Portal very useful to help them review their study plan and life planning.
- Briefing and training were provided to teachers about beliefs and curriculums of value education for each form before the term begins.

D. To strengthen the bonding among students and to cultivate a positive school culture.

- A movie-screening activity (“Find your Voice”) was held. Many students and parents participated. The feedback was good and the participants expressed that the movie was very inspiring.
- Souvenirs such as paper tape, mouse pad, postcard and Christmas card were made and distributed to students through competitions and activities. These strengthened their sense of belonging to our school.
- Many activities were held which could raise students’ positive attitude and bonding to school including True Light Quiz, True Light Songs Singing Contest and Buzzing times. They enabled students to showcase their talent and fostered their love for school.
- S1 Big Sister Scheme was a big success. S1 students appreciated this scheme as it helped them to adapt to and integrate into campus life.
- Caring week and True Light Love Café were conducted in September. The events successfully created a warm and cheerful campus environment.
- A series of activities were organized for S6 students to strengthen their positive value towards life challenges including Chicken Soup for DSE Fighters and mentorship program for S6 students held in October. There was also a zentangle stress relieve workshop for S6 students. Over 40 alumni from different industries shared their experiences with S6 students. The feedback was positive and the students found it helpful to evoke their passion and goal-setting. Individual counselling was given throughout the term not only for JUPAS choice, but also for future life planning. S6 students felt inspired and gained positive energy.
- Posters and broad displays about positivity were set around the campus.
- viii. An Instagram page and a WhatsApp group of all classes were set up to deliver the updated information, activities and positive encouragement.

E. To enlist support from parents as co-partners in life education and life planning guidance.



- “Parent Academy” was set up by PTA and RAC. Over 40 parents joined. Lectures by professional speakers, including theory, practice and experience sharing, enriched participants’ parental skills, especially on instilling positive values in families.
- S1 to S3 PTA WhatsApp groups were set up. Better communication and sharing among parents were made possible. Parents, especially the S1 parents, received support of parenting skills.

Reflection

- A. Due to the epidemic, many experiential activities such as visits, social services, joint school activities, camps and excursions will be implemented in the second semester. Direct engagement in activities, guided debriefing and face-to-face personal sharing ought to be more effective.
- B. There could be more cooperation with alumni and parents in providing career-related experiences.
- C. It is suggested to develop a holistic life education school-based curriculum with a specific theme (character strengths and life skills) and alignment of formal, informal and non-formal curriculum.



● **Major Concern 3:**

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

Achievements

- A. To further arm our teachers with relevant skill sets to plan and implement school-based LTSR learning activities
- On the first staff development day, Ms Mandy Tsang from the Higher Order Thinking Association was invited to share about effective questioning and feedback that can nurture high order thinking in the classroom. Most teachers found the sharing useful for their professional development according to the survey conducted. The elements of high order thinking were integrated in the professional learning sessions of different subjects.
 - Counselling psychologist Ms. Cheung Yin Ling was invited to share with our teachers about the ways teachers should handle parents' complaints on the second staff development day. The sharing provided a lot of insights and skills for our teachers. Most teachers agreed that the talk helped them reflect on the issue.
 - School-based support from the IT in Education Centre of Excellence (CoE) Scheme was organized. The EDB arranged distinguished teachers from local schools to share with us about the teaching methodology under BYOD environment. Mr. Man Ho Wai, the vice principal of Lok Sin Tong Yu Kan Hing Secondary School shared with us the latest development of BYOD around the globe. Also, teachers shared with us how to apply G-suite for education in the T&L of online lessons.
 - Dr Kelly Ku of HKBU was invited to share with us about the importance of news literacy nowadays. Teachers found the sharing inspiring.
 - Miss Leung Ching Wan and Miss Cheung Man from our Chinese Department introduced to our teachers their "Courtesy and Manners in True Light Programme", as part of our partnership with the Hong Kong Institute for Promotion of Chinese Culture.
 - Mr. Alex Fan gave a brief explanation of the National Security Law and its enforcement in schools. The sharing enabled us to understand more about the Law.
 - Articles about distinguished lessons and reference material collected from the ShareStart community were shared with teachers. Teachers found those materials useful for their professional development.
 - A staff development workshop for the use of Google Jamboard and Google Classroom in online lessons were conducted. Teachers learnt more diversified ways to conduct online lessons and collect homework effectively. Most teachers agreed that the material and workshop were useful for their professional growth.
 - Owing to the increased demand for training teachers' competence for online lessons, various teaching highlights were organized and grouped as "The 13 ways to enhance T&L efficacy for online lessons" for the reference to our teachers. The highlights were introduced in a staff meeting and a panel head meeting. Most teachers developed an understanding of the teaching methodology and apply it in lessons. The result was reflected in the lesson observation.
- B. To establish online teacher development in the KTL Portal
- Online teacher development platform was established to organize various learning

materials for teachers. It is a convenient way to search for useful reference for the teacher's self-improvement. Most teachers found the material useful for their lesson planning.

- Feature articles related to the major concern, e.g., LTSR approach, BYOD strategies, were posted in the platform. Also, distinguished lesson plans, curriculum plans and related materials were also collected and published in the portal for teacher's reference. Those articles were good references for front-line teachers as there were many useful teaching packages available for their modification.
- Materials used for external and internal sharing, reading guide for teachers' reference books and information of self-paced online teacher development courses were organized and shared with teachers on the platform.
- Within the teacher development platform, a new section called the "T&L for online lessons" was constructed. Manuals for different e-learning applications were developed for teacher's reference.
- CPD hours input was embedded in the platform and all teachers entered the CPD hours record within the platform. The SDC collected details of the teacher's professional development activities. The information was to be integrated with the CPD record provided by the EDB for a holistic review of professional training of teachers in the school.

C. To enhance new teacher mentoring with the collaboration of veteran teachers

- Three new teacher support programs were organized to equip our new teachers with the LTSR approach, effective classroom management with positive energy and work ethics. Most new teachers found that the program was useful for their work in the school.
- SDC organized a T&L learning circle for new teachers. Ms. Ho Ka Wai and Mr. Chan Kwan Wai were invited to share teaching experiences to the new teachers based on the LTSR approach to equip our new teachers with effective teaching methodologies.
- Veteran teachers were invited to be the mentors of new teachers. Their teaching experience was valuable for new teachers and the development of curriculum pinpointing the need of our students.

Reflection

- A. Exemplars from the Professional Learning Community (PLC), demonstrating distinguished LTSR lesson design, can be introduced under the teacher commendation scheme.
- B. Due to COVID-19, exchange trips planned were cancelled. A professional development trip can hopefully be organized when the situation allows.
- C. The use of the professional learning platform can be further enhanced.

5.2 Feedback on Future Planning

- Thinking skills are to be conceptualized and promoted, including problem-solving and decision making, analysing and evaluating, innovating, etc.
- Self-directed learning will be promoted with the focus on learning habits and cross-curricular strategies.

- Questioning and students' engagement in the classroom as well as strategies to raise L & T effectiveness are to become focal areas of subject departments.
- The BYOD policy is to be implemented with the prevalent use of devices and learning management systems.
- Students' innovation and real-world connection to information and communication technology (ICT) is cultivated by various experiential activities.
- Unity and empathy are to be the focal virtues of the school's value education.



7. SCHOOL FINANCIAL REPORT

6.1 2020-2021 Financial Summary (Unaudited Report)

		<u>Income</u>	<u>Expenditure</u>
		\$	\$
A)	<u>Government Fund</u>		
1)	<u>EOEBG</u>		
	Administration Grant	3,853,020.00	3,578,240.85
	Admin. Grant for Add'l Clerical Assistant	201,265.76	0.00
	Capacity Enhancement Grant	638,461.00	286,074.35
	Composite Information Technology Grant	490,804.00	468,403.05
	Air-conditioning Grant	617,396.21	97,480.00
	Air-conditioning Grant for Preparation Room of Laboratories	16,174.04	0.00
	Composite Furniture and Equipment Grant	486,882.88	590,079.00
	Enhancement Grant	6,799.16	4,782.00
	Lift Maintenance Grant	34,034.92	74,990.00
	Consolidated Subject Grant	172,768.24	39,395.20
	Recurrent English Language Grant	20,388.80	6,627.50
	Prog Fund for Whole-Sch Ap to Guid & Dis	8,162.48	12,138.19
	Supplementary Grant	226,032.12	9,313.77
	Training and Development Grant	9,340.16	5,284.18
	School & Class Grant		1,278,848.45
	— Grant Received	765,098.33	
	— Other Income	34,520.56	
2)	<u>Outside EOEBG</u>	<u>7,843,844.00</u>	<u>6,023,687.55</u>
B)	<u>School Funds</u>		
1)	Tong Fai (including rental income, bank interest, donation etc.)	335,634.91	231,732.73
2)	Collection of fees for specific purposes	99,750.00	47,650.00

