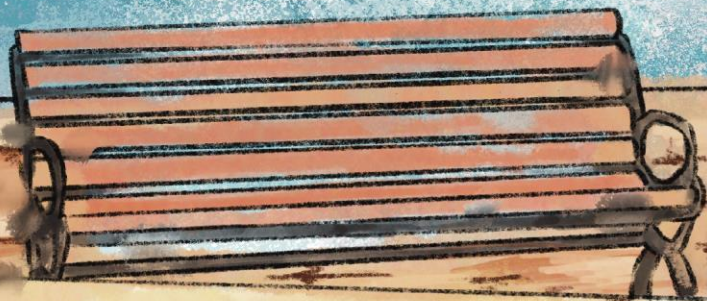


Kowloon True Light School

School Report 2021-2022



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2021-2022 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 2021-22

"In your shoes, be your pal."

1.2 Incorporated Management Committee

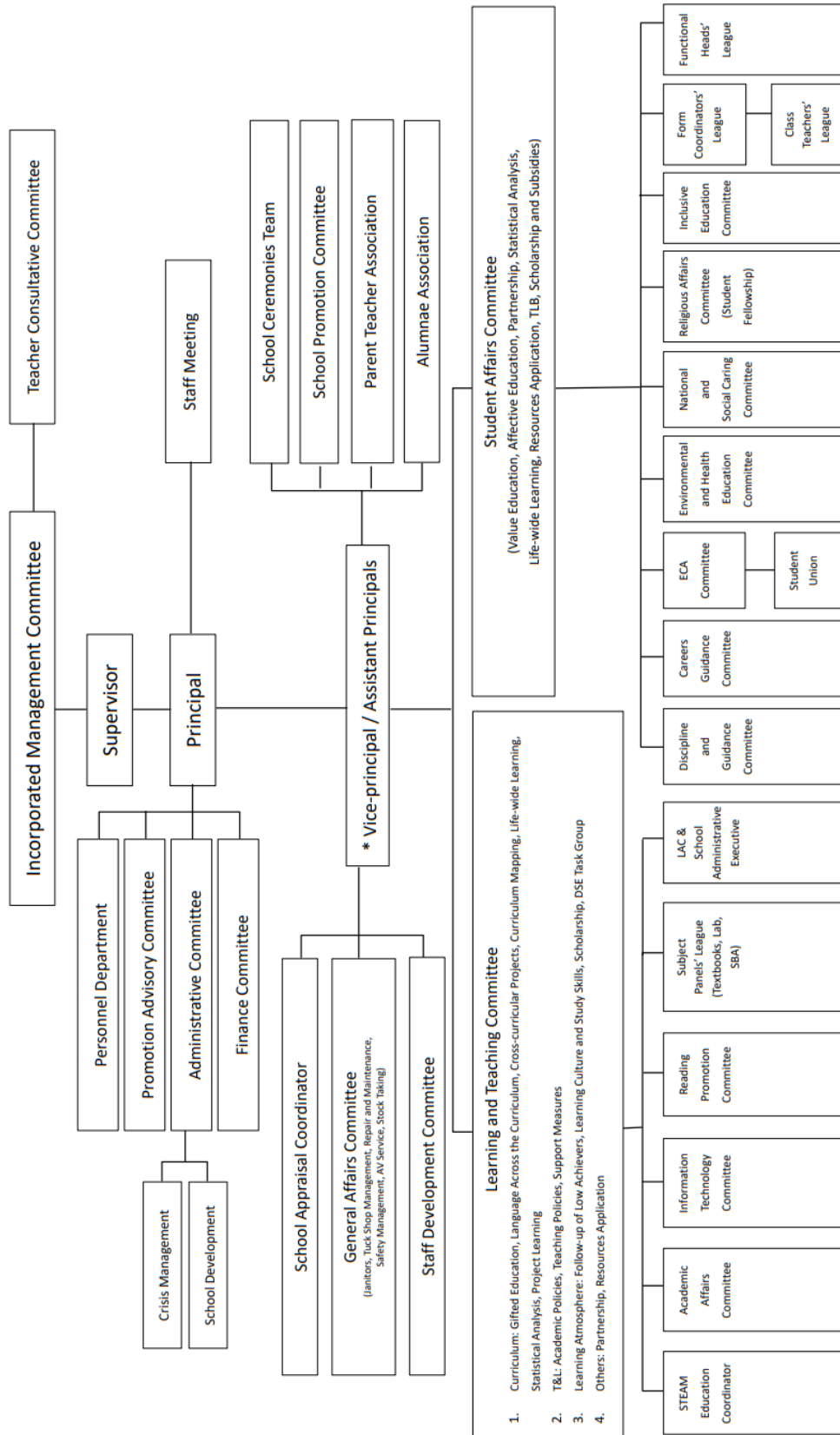
The Incorporated Management Committee (IMC) was set up in September 2017.

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 2021-2022

Kowloon True Light School
School Organizational Chart (2021-22)



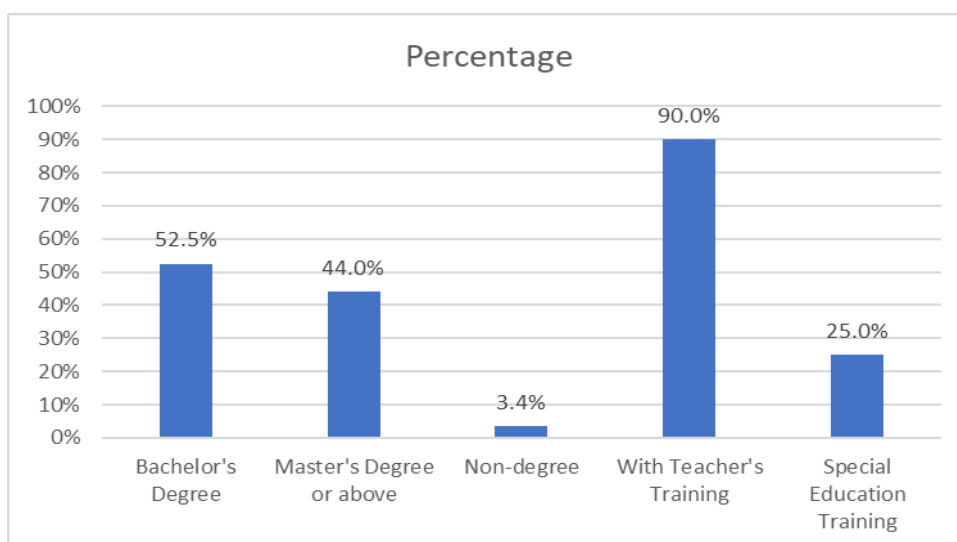
1.4 Staff Profile

- 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

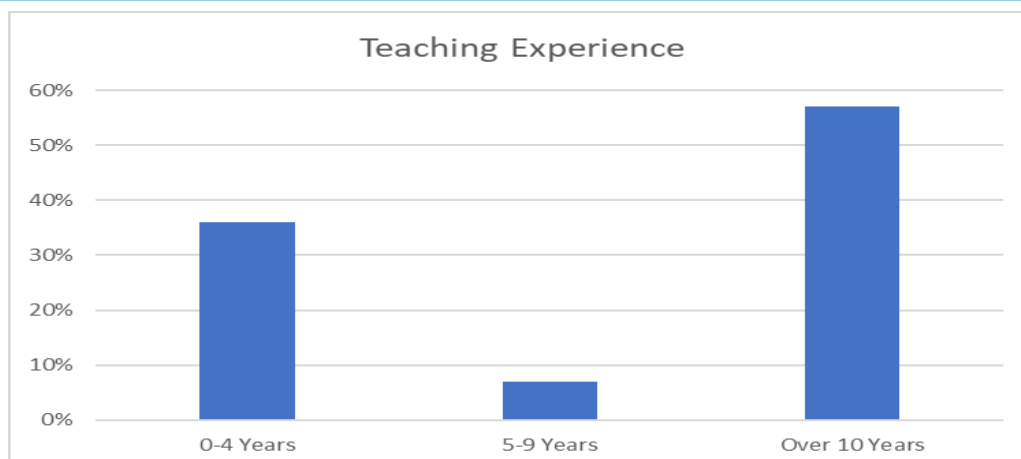
- Teachers' qualifications

Qualifications	Bachelor's Degree	Master's Degree or above	Non-degree	With Teacher's Training	Special Education Training
Percentage	52.5%	44%	3.4%	90%	25%



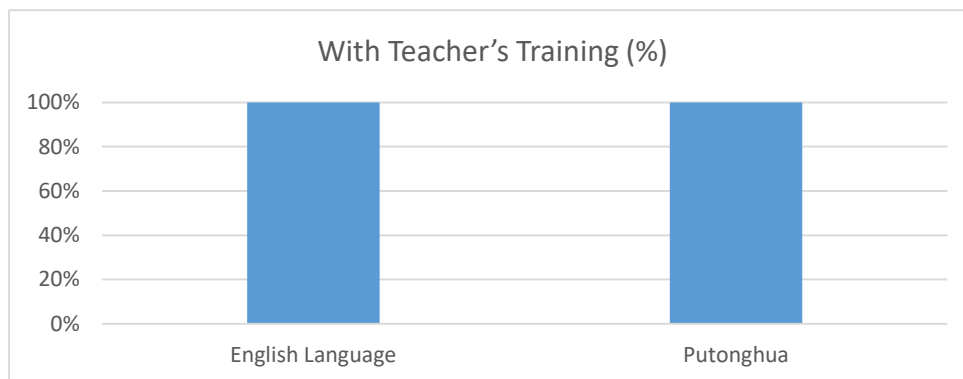
- Teachers' experience

Teaching Experience	0-4 years	5-9 years	over 10 years
Number	21	4	34
Percentage	36%	7%	57%



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	2381 hrs
Average CPD hours of teachers	41.7 hrs

Staff Development Programmes 2021-22

- 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 2021-22: (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 Professor Daniel WONG Fu Keung from the Department of Social Work and Social Administration of the HKU shared with our teachers the application of Cognitive Behavioral Therapy (CBT) in student counselling.	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 were
	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.	involved.
Staff Personal Growth	<p>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, Ms. HO Ka Wai, Ms. WAN Yuen Fan, Ms. TAM Ying Wai, Ms. YUEN Shuk Yin, 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.</p>	Related to Major Concern 1. *Gatherings were arranged regularly over the year.
Learning and Teaching	<p>Seminar / Workshop On our staff development day, we had the honour of having Dr. TAM Ka Keung, Ms. Angela CHOW and Mr. MAN Shi Chun from the Education Bureau's Curriculum Development Institute (Moral, Civic and National Education Section) to share with teachers the implementation strategies of values education in the school curriculum and life-wide learning.</p>	Related to Major Concern 2
	<p>Professional Learning Community (PLC) Regular professional learning sessions were conducted for each subject/ key learning area for the discussion of issues concerning the developmental need of panels, with one of them being chaired by the subject panel heads. The elements of higher-order thinking were integrated in the professional learning sessions of different subjects.</p>	Related to Major Concern 1
	<p>Financial Literacy On our third staff development day, we had the honour of having Ms. Alison CHAN and Hanis HARMILES from the Project M2 to share with teachers the importance of financial literacy in the school curriculum and life planning, and the latest development of cryptocurrency and NFT respectively.</p>	Related to Major Concern 1 and 3
	<p>Lesson Observation and Post Observation Conference for teachers Extended support for teachers based on lesson observation from October to December was offered by mentors and school management team for identifying strengths and weaknesses at an early stage.</p>	Principal, VP, APs and Panels concerned were involved.
	<p>Assignment Inspection and Written/ Oral Feedback Teachers were appraised in terms of teaching, marking and learning material design qualities.</p>	Related to Major Concern 1
Student Support	<p>Seminar / Workshop On our second staff development day, Ms. Dolphin KWOK was invited to share with teachers her counselling experience and skills, with a view to raising awareness of mental health and enhancing their professional knowledge and skills to support students in need.</p>	Related to Major Concern 2



Professional Exchanges with Various Parties	Teachers of the Chinese Department were awarded the Outstanding Teacher of Rites and Culture Education in the First Teaching Design for Rites and Culture Education Awards Scheme for our dedication. The teachers shared their experience on the promotion of courtesy on campus at a sharing session. They were also invited by the Education Bureau to share the experience of instilling positive values in students through Chinese culture.	Related to Major Concern 1
	Our Principal and the English Department Head introduced the school's EMI measures to Kei Long College on 5 January 2022. The English Department shared our L&T measures in English Language with Ming Kei College on 7 January 2022.	Related to Major Concern 1
	The Mathematics Department participated in EDB's Seed Project titled "The use of higher-order thinking problems in the learning and teaching of Secondary Mathematics" for two consecutive years. The studies on the topics "Properties of Circles" and "Permutation, Combination and Probability" were accomplished in December 2021 and June 2022 respectively. The respective panel members were invited to present their studies in the project in August 2022.	Related to Major Concern 1
Leadership and Management	Chinese Language Our Chinese Language teachers were presented with the Award for Teaching Excellence in Chinese Language Education Key Learning Area at The Chief Executive's Award for Teaching Excellence in recognition of their exemplary teaching practices. The Chinese Language teachers shared the experience at the Award Presentation Ceremony. They also hosted seminars about teaching strategies through literature, cultivating values education, and curriculum design. They also offered an open lesson for teachers of different schools for lesson observation and professional exchanges.	Related to Major Concern 1
	English Language The reading package development project offered by Octegra was completed, covering all levels. Aside from form-based meetings, teachers attended sessions regarding the papers of HKDSE 2017 and 2020. In addition, integration of the current Reading Plus materials and the new ones provided by Octegra was made, followed by lesson observations.	Related to Major Concern 1
	Mathematics The Mathematics Department collaborated with The Hong Kong Polytechnic University (PolyU) on a QEF project, aiming to promote IT Education in Mathematics by incorporating some sophisticated apps and online platforms into junior secondary mathematics curriculum. The uses of e-Learning techniques (such as "YoTeach!" in S2) and other STEM elements in the learning and teaching of mathematics were studied.	Related to Major Concern 1
	Liberal Studies	Related to



	<p>The Liberal Studies, PSHE, Chinese and Mathematics departments participated in the EDB School Based Support Service in Catering for Learners Diversity. Learning strategies were developed in various subjects to maximize the learning effectiveness for students with different learning styles.</p>	<p>Major Concern 1</p>
	<p>Others</p> <p>The Science Department joined “the Genre-based Approach to Enhancing Secondary Students’ English Writing Ability in Science Subjects” organized by the City University of Hong Kong. Students investigated the qualities of a good scientist and learnt how to write a scientific report.</p> <p>The panel chairperson of the Geography Department was invited by the Curriculum Development Institute of the Education Bureau to share our school-based practice on promoting environmental education through formal and informal curriculum in Geography in Geography Teachers’ Professional Experience Sharing on Geography Education in Hong Kong (2022) on 11 July 2022.</p> <p>The Music Department joined the "Creating a Musical Third Space in School for Student Mental Health" project organized by the University of Hong Kong. Students were given opportunities to engage in music therapy or music activities to regulate negative emotions and distress.</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 techniques under the ICH master’s instruction.</p> <p>The PE Department joined the “Flying High” programme, which aimed to provide sports-specific training to students while teaching and spreading the positive values of sports and the spirit of Olympism.</p>	<p>Related to Major Concern 1</p>



2 OUR LEARNING AND TEACHING

2.1 Number of school days in the academic year

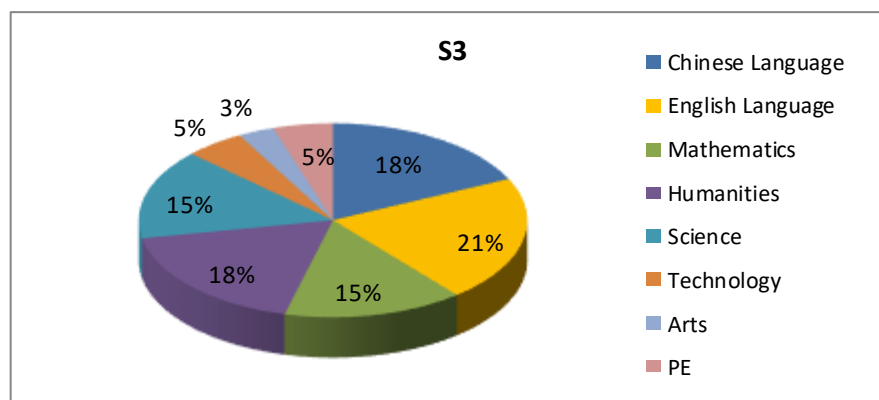
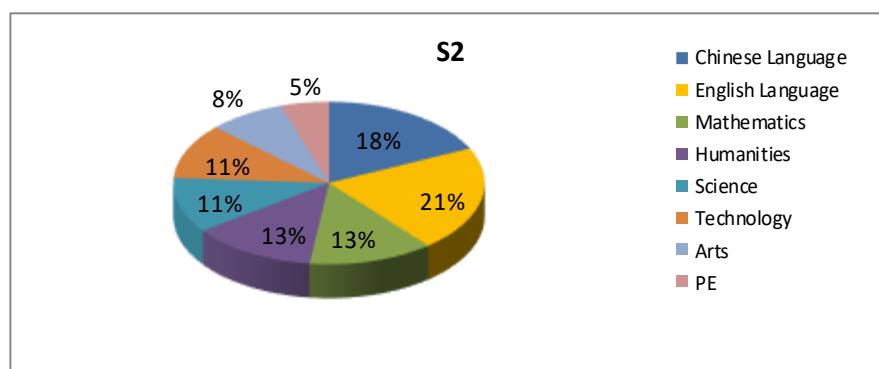
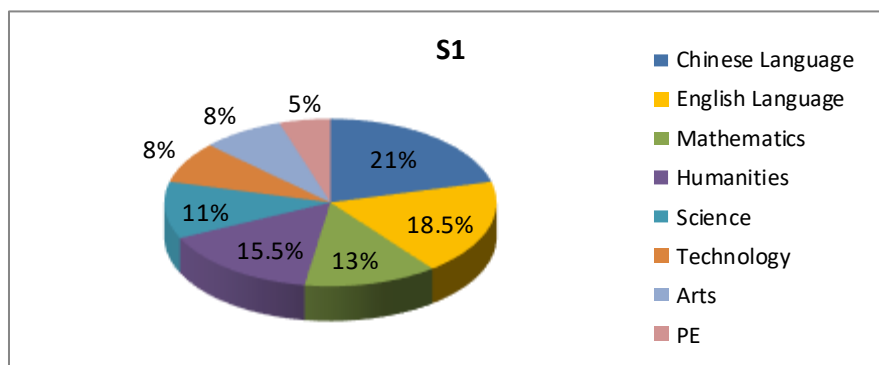
Number of school days in 2021-2022	
Number of days with normal lessons	193 days
Number of days with learning activities for the whole school or junior forms.	6 days
Number of days for uniform tests & examinations	26 days

2.2 Student Population

Student Population 2021-2022	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	123	121	114	109	103	81	651

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 2021-2022 is listed below:

<i>Subject</i>	<i>S1</i>	<i>S2</i>	<i>S3</i>	<i>S4</i>	<i>S5</i>	<i>S6</i>
Chinese Language Education						
● Chinese Language	▲	▲	▲	▲	▲	▲
● Chinese Literature				△	△	△
● Putonghua	▲	▲	▲			
English Language Education						
● English Language	▲	▲	▲	▲	▲	▲
Mathematics Education						
● Mathematics	▲	▲	▲	▲	▲	▲
● Mathematics M1				△	△	△
Personal, Social & Humanities Education						
● Life and Society	▲	▲	▲			
● Citizenship and Social Development				▲		
● Liberal Studies					▲	▲
● Geography	▲	▲	▲	△	△	△
● History	▲	▲	▲	△	△	△
● Economics				△	△	△
● Chinese History	▲	▲	▲	△	△	△
● Business, Accounting and Financial Studies				△	△	△
● Religious Studies	▲	▲	▲	▲	▲	▲
● True Light Bearer Course	▲	▲				
● Tourism & Hospitality 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 Medium of Instruction (MOI) policy in 2010-2011, our school has Integrated Science and Geography taught in English in all four S1 classes and Mathematics, History, Computer Literacy and Home Economics taught in English in three classes. Meanwhile, one group (best in Chinese) in each junior form has Chinese Language taught in Putonghua. When S1 move 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.

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.), Tourism & Hospitality Studies, Chinese Language and Liberal Studies)			

- In 2021, the Education Bureau approved our transition from a mixed medium of instruction to EMI. Commencing in September 2022, we will use English as the main medium of instruction in all S1 classes. This shift heralds a new era of KTLS education and equips our students with the language skills necessary to excel in their senior secondary and university education.
- To equip students to learn well with English as the medium of instruction, the school has worked in consensus to plan, implement and evaluate policies and strategies both at school level and at subject level. At the school level, EMI policies were devised across departments to ensure effective learning, teaching and assessment, with their implementation overseen by an experienced SGM English teacher being deployed as the LAC Coordinator. To prepare S1 students for EMI learning, a school-based Pre-S1 Summer Institute was run before the commencement of the school year and “Content and Language Integrated Learning” was incorporated in S1 curriculum. Additional support was also provided for students in junior secondary CMI classes to cater for their language needs. Apart from the curriculum and student support, the EMI learning environment was enriched at school and beyond school with the provision of various activities like the English-Speaking Days (collaboration with EMI subjects), the English Week, the Drama Club, and the Debate Club. To encourage extended reading in all EMI subjects, “Reading across the Curriculum” in which students selected books according to the extended reading booklist and shared them in the “Monthly Reading Club” coordinated by the English Department was implemented. It was also a school policy that each student should keep a vocabulary book to record English words/phrases and the respective forms, meanings and sample sentences from all EMI subjects. The system of EMI scores was set up for students and teachers to keep track of students’ EMI learning abilities.

2.6 Cross-curricular Learning

Cross-curricular learning offers an innovative learning mode to help students develop knowledge and generic skills and their capabilities to integrate all of them. This year, the



theme was “Deeper, Better and More”, with the aim of consolidating previous learning and teaching themes, for example, self-directed learning and interdisciplinary reading, developing students’ deeper thinking skills: PARV and promoting L&T 8cellence. Among these, PARV outlines the four developmental directions of higher-order thinking skills, namely Pragmatic, Articulate, Reflective and Visionary. Pragmatic Learner was chosen as the focus of this academic year in order to develop students’ problem-solving skills. It has also been made as a school policy that all subjects collaborate in cross-curricular projects and modules.

Upholding our school’s tradition, “Page to Stage” was run in S1 with the collaboration between the English Department and the Music Department, producing a musical as a featured event in the S1 Form Council Inauguration Ceremony.

2.7 Catering for Learner Diversity

To embrace learner diversity, we need to cater for and address students’ diverse learning needs and create ample opportunities for all students to reflect and learn. One of the measures adopted was streaming students into groups according to their subject abilities in Chinese Language, English Language and Mathematics in Junior Secondary, and Chinese Language and Liberal Studies in Senior Secondary. The school developed a talent pool where students’ giftedness in various aspects such as languages, mathematics, science, music, and leadership were identified and recognized. To stretch students’ potentials, 16 courses funded by DLG were offered, 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. These higher achievers were also provided with opportunities of off-campus competitions and courses offered by HKAGE and tertiary institutes to further develop their strengths. Student support 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 were arranged to cater for the learning needs of different groups of 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

With the aim of fostering students’ positive values and attitudes, the Chinese Department organized 禮行真光 (Courtesy at KTLS) with「仁」、「約」、「和」、「敬」 (benevolence, prudence, harmony and respect) as core values. Values education was promoted through the learning and teaching of the values both within and beyond the classroom. In order to enable students to develop an aesthetic mind and experience Chinese culture, a series of Putonghua and Chinese culture learning classes, including calligraphy, tea ceremony, and Chinese chess, were conducted at De Xin Academy. Apart from the formal curriculum, the department provided students with various off-campus learning opportunities such as Chinese debate and public speaking competitions to raise their interest in Chinese culture and to develop their deeper thinking skills; and other literature activities like “Walk with Veteran” and writing workshops to strengthen their creativity in literature. The highlight of the informal curriculum this year was the drama performance “The Odyssey of Heroines” — a play about the heroic deeds of students and teachers of True Light school during the Anti-Japanese War staged by the Chinese drama crew members during the True Light 150th Anniversary Variety Show.



English Language

In order to enhance the learning and teaching effectiveness, the English Department refined its school-based teaching materials including “Reading Plus” in which an analytical approach is adopted to raise students’ reading comprehension awareness and the speaking module “Read to Speak” under the SEED project of EDB. Other school-based modules such as “Markers’ Goggles”, “Writing Blocks” and “View to Views” were incorporated in the senior form curriculum to promote self-directed learning. Besides encouraging the use of the language inside the classroom, a wide range of activities including interactive activities and booths in the English Language Festival and activities in debating, drama and language arts were organized to provide greater opportunities for students to use English for purposeful communication outside the classroom, honing their language skills and strengthening their confidence. Values education was also promoted through the implementation of “Project Words of Wisdom” and the introduction of life mottos.

Others

Not only is the school dedicated to developing confident bilingual students who are proficient in both Chinese and English, it also encourages students to gain exposure to other cultures. Therefore, different language courses were organized. A beginner’s course in French was jointly organized with True Light Girls’ College and a Japanese course, with beginners’ level and intermediate levels, was run in Junior Secondary.

To celebrate the 150th anniversary of True Light, the Joint True Light 150th Anniversary Writing Competition, with Chinese and English as the two language streams was hosted. Based on the winning entries, four storybooks for young children were written by our teachers. The books were published and recorded as audiobooks with a view to extending the implementation of values education to the primary and kindergarten sections. Storytelling workshops in which our students visited our kindergarten section to tell stories to the young pupils were organized.

2.9 STEM

In response to the changing needs of society, the rapid development of science, technology and engineering in the world, STEM education is an integral part of the school curriculum. Our STEM curriculum emphasizes on students’ active participation in inquiry-based learning, practical use of applications and the development of innovative minds for creating and actualizing new ideas. In S3, a food science project was carried out as a cross-curricular project where students explored how science came into play in different food products. A wide range of learning sessions were provided for students to gain some hands-on experience on some short and interesting scientific experiments with advanced instruments in STEM hub. Various STEM learning activities were co-organized with the other three True Light Schools to offer students opportunities to apply their knowledge in astronomy and space science. For instance, students participated in the True Light 150th Anniversary HASSE Space School Virtual Programme, in collaboration with Houston Association for Space and Science Education. They also took part in the True Light Cup: Rocket Car Competition at Hong Kong True Light College. Led by the Information and Communication Technology Department, the Robotic Team was encouraged to use different applications to conduct in-depth data collection, collation, and transformation.

2.10 Humanities

A wide range of other learning experiences and life-wide learning opportunities were organized to broaden students’ perspectives, and provide them with opportunities to practise, conform and explore further the knowledge and skills learned in lessons. Various field visits to venues such as Ho Koon Nature Education cum Astronomical Centre and Tai Kwun were arranged for students to improve their Geography, History and Humanities



knowledge from first-hand experience. They were also encouraged to participate in different learning programmes, including the Young Environment Ambassador Programme, the Jockey Club Ridge to Reef Environmental Education Programme, and the Future Us Cultural and Historical Exploration. In order to equip students with the necessary skills to navigate and take control of the news they may come across in the complex news environment and digital landscape, our school participated in Smart News Learning Program organized by Hong Kong Baptist University to enable S1 students to learn about news literacy.



3 SUPPORT FOR STUDENT DEVELOPMENT

Student Support and School Ethos

2021-22 was a tough school year amid the global pandemic and lockdowns. However, we chose to be proactive to unexpected challenges, and take them as a way to equip ourselves to become a better person, and in turn, a better school. Through a whole-school approach, we aim to nurture intelligent, passionate and caring leaders of tomorrow through a whole-school approach.

The challenge during the pandemic period is that learning and teaching cannot always physically take place in school or it is only limited to half day, and in turn, interpersonal relationship is hampered, and bonding within the class is weakened. Therefore, it is necessary to strengthen the positive relationships in class with the aim of laying a sound moral foundation for the personal development.

This year is of particular significance to our school as it marks the True Light 150th anniversary. To celebrate, a series of joint True Light celebration events were held, including The Life Planning Sharing Day, a porcelain painting workshop, the Athletic Meet, the Thanksgiving Service, a writing competition and the publication of a series of books on moral education for children, the Knowledge Fair on “Values Education”, HASSE Space School Virtual Program and the Kowloon True Light Joint Section Anniversary Variety Show. These events had been successfully organized and the related souvenirs were produced under the leadership of the 150th Anniversary Celebration Team and the collaboration among the school management, function teams, subject departments, the Parent-Teacher Association and the Alumni Association, with the ultimate goal to promote our school ethos and enhance the sense of belonging to the school among students and teachers.

3.1 Nurturing Programme

Values Education is an essential element of the whole-person education which aims at fostering students' positive values and attitudes through the learning and teaching of various Key Learning Areas or subjects and the provision of relevant learning experiences. Our school has made dedicated efforts to implement the school plan and overcome the challenges during the pandemic to support students. We uphold our endeavour as students' wellbeing and growth will be and have always been our primary concern.

Through the school-based formal curriculum which includes True Light Bearers' Course and Religious Education as well as the informal curriculum that offers a variety of experiential learning activities with positive values and attitudes embedded to enrich the featured learning elements of Life Education, students could develop holistically so as to fulfill the mission and values of our school. Realizing the school motto of “Thou Art the Light of the world”, we are committed to students' whole-person development and character building. Over the years, we have paid a concerted effort to instill in students the biblical values and deepen their spiritual growth.

To cultivate in students a culture of “benevolence, prudence, harmony and respect”, we also implemented the “Courtesy and Manners in True Light” programme through organizing a series of activities to foster a culture of respect for teachers this year. At the start of the school year, students wrote thank you cards to express their heartfelt gratitude to our teachers, and student representatives shared them with us during the morning assembly on Teachers' Day. In order to summarize the experience and achievements of the “Courtesy and Manners in True Light” teaching programme, “The True Light Etiquette Handbook” and “Learning Courtesy” (Xue-li) were published.

“Dialogue with Visually Impaired Music Players” sharing session, in which Ms. Pinky LI Hin Kwai and Mr. LAU Yik Keung were invited to share their musical journey with S5



students, was arranged. The two young talents, despite their visual impairments, overcame learning difficulties with their tenacity and perseverance. Not only have they achieved exceptional results in music, but their talents are also widely recognized. Our teachers and students gained a lot of insights from their generous sharing.

In order to broaden students' horizons and experiences, our school participated in the Jockey Club "In Search of Voices in a Cramped City" Dance Education Programme and "Music Therapy Workshop" held by HKU. In September and June 2021, tutors from Passoverdance and music therapists from HKU hosted modern dance workshops and music therapy workshops, enabling students to relieve their stress and face life's challenges with positivity.

While travelling plans have been put on hold amid the pandemic, our school organized "Global Week" with the theme of "Unity and Respect" to broaden students' horizons on 6-10 December 2021. The highlight among the extensive array of activities was teachers' sharing of precious souvenirs they collected when travelling. Students of Tourism and Hospitality Studies also hosted game booths and designed trivia games to enrich students' knowledge of a variety of tourist spots and currencies in the world. A talk for our S5 students on the topic of "Okinawa Beyond the Sun and the Sea" was arranged. The guest speaker introduced to students in-depth cultural tourism that goes beyond mere pleasure-seeking. The library also set up a "Poverty Alleviation through Tourism in China" exhibition, encouraging students to expand their horizons and their understanding of our country.

To enhance teachers' understanding of the concept and strategy of whole-school curriculum planning for values education, the Education Bureau and the University of Hong Kong were invited to co-organize a Knowledge Fair on Values Education with the theme of "Positive Values, Character Building" on 7 May. We were honoured to have Mrs. HONG Chan Tsui Wah, Permanent Deputy Secretary for Education, as the officiating guest and Professor YIP Siu Fai, Chair Professor of the Department of Social Work and Social Administration of HKU, as the guest speaker. Teachers from the four True Light schools held 12 talks on various topics, while Mr. LAU Hei Pang Kasper and Ms. WONG Wing Yan, School Development Officers of the HKJC Center for Suicide Research and Prevention and QEF's "Promoting Wellness in School" campaign, shared promoting positive values in education with primary school and kindergarten teachers respectively. In addition to the teachers from the secondary, primary and kindergarten sections of True Light, 350 teachers from the education sector also participated in the seminar online and it was a great success.

3.2 Whole-school Approach to Guidance & Discipline

Our school launched comprehensive remedial and developmental programmes to facilitate students' personal growth. The Discipline Committee aims to help students grow with confidence and develop self-discipline and self-esteem as well as positive attitudes and values. In view of the rising number of mental health problems in school children worldwide, we have placed more emphasis on student wellbeing. We have adopted a whole-school approach to nurture students' spirits of empathy, forbearance and thankfulness, and foster a caring, inviting school environment conducive to students' development.

The 'Big Sisters' Scheme which facilitated S1 students to adapt to the new secondary school life was implemented. Not only did senior sisters meet their junior sisters at school regularly, but they also helped promote school traditions and encouraged them to participate in a wide variety of activities. Adjustment programmes were organized for S1 newcomers to raise their sense of responsibility and understanding of individual's role in



building a caring school community.

The Discipline and Guidance Committee also encouraged S2 to S5 students to step out of their comfort zone through organizing a series of group activities titled ‘Life Ambassadors’, in which students could strengthen their motivation and unleash their potentials, hoping that students could grow better by broadening their experiences in the experiential learning activities.

‘Diligence and Punctuality’ Scheme was implemented to award students who always arrived at school and submitted assignment on time, encouraging them to show diligence and punctuality.

3.3 Spiritual Development

Through Religious Education lessons, hymn sharing and praying, students were encouraged to rely on God and gain hope from religious beliefs at difficult times, and believe that God will never be absent and always stay with us.

The Religious Affairs Committee aims to help students to develop a positive view towards life, enhance their understanding of Christianity and embody Christian faith in daily life. To achieve these, religious morning broadcasts were hosted by various Christian teachers and Christian Fellowship gatherings were held to provide opportunities for students to gain a deeper understanding of Christian faith. S1 gospel activities and cell groups were also launched with the aim of deepening students’ spiritual growth.

Besides, the Religious Week with the theme of ‘Stand by me with LOVE’ was held from 6 to 10 June. Students from the Students Fellowship, Christian Fellowship, Cell Group and Worship Team co-organized a dazzling array of activities to establish values of Christianity, such as confidence, hope and care. The highlights of the activities include: IG LIVE ‘Blessings’, game booths, Prayer Corner, ‘Hum Your Favorite Hymn’ and ‘BFF Prayer Gathering’. Preacher Mr. LAU Chun Him of the CCC Mongkok Church was invited to hold an evangelical service, sharing on the topic “Am I not good enough?”. By knowing God as a loving father in heaven, students also learnt to care for each other, and joined hands with teachers and schoolmates to face challenges ahead.

On top of that, our Christian Fellowship members participated in the “CLP community Power Journey (Sham Shui Po).” Through the appreciation of decorated CLP distribution boxes in the neighborhood, students were able to learn about the cultural history of Sham Shui Po. Students also visited specialty shops in Apliu Street in order to understand the needs of local residents, and developed their community service and altruistic spirit.

3.4 Life Planning Education

Guidance on planning for further studies was provided for S6 students throughout the year by means of talks and individual consultations. In collaboration with the Alumni Association, “Chicken Soup for DSE Fighters” event and “Mentorship Programme” were held for S6 students. More than 20 alumni from various sectors and professions were invited to share their valuable working experience and career development. They also provided precious advice, inspiring our students to reflect upon their personal planning for studies and career development.

There were a wide variety of career talks and activities offered to S3 to S6 students, such as personality assessment tools, counselling for subjects selection, workshops on mock university interviews and life planning talks. Students were given useful information to



formulate their career plans. The ‘Life Planning Workshop’ experiential learning activities were launched for S5 students to explore various life stages after graduation and make their personal career plans. Individual guidance was offered to S6 students to assist them in prioritizing their JUPAS choices.

Moreover, eye-opening activities were organized for students to sharpen their social and global awareness. During the pandemic situation, the Careers Guidance Team was unable to collaborate with tertiary institutions in China to explore study opportunities. However, S6 students were informed about the application, principal nomination, and scholarship for further studies in the Mainland online.

Besides, a number of senior students were nominated to participate in various student development programmes, work experience programmes as well as university-taster programmes, such as “Business Etiquette Workshop” by Centaline Property Agency Limited, “Inspiring Girls Hong Kong” Program, Work Experience Programme under Business School Partnership Programme of EDB.

In order to help students with their life planning, our school organized the “True Light 150th Anniversary Life Planning Sharing Day” and invited various alumnae of four True Light schools to share with S5 students about their invaluable experiences in different aspects of higher education and professional career. The activity served as a platform for the spirit of school motto “Thou Art the Light of the World” to be passed on, accumulating the strength of True Light and nurturing pillars of society. On that day, True Light bearers of different generations gathered with alumnae’s kind words and lofty deeds inspiring current students of True Light to realize and pursue their dreams.

Apart from students, talks were also conducted for S3 and S6 parents to share guiding principles as well as updated information for making educational choices for their children. Parents were given useful information during the Parents’ Talks, so they could help students select preferred subjects and support them to strive for a well-planned career prospect.

3.5 Talent Development and Leadership Development

The Extra-curricular Activities Committee aims to promote and coordinate a diversity of student activities that are age-appropriate with sufficient challenges. Through participation in various activities, students not only acquire different skills and grow intellectually, but also develop self-discipline, nurture a sense of responsibility, and unleash their leadership potential. Students were entrusted with leading roles and responsibilities in organizing diverse student activities and rendering services at school.

Moreover, with the aim of promoting the healthy and balanced development of students, there was a wide range of extra-curricular activities launched during the afternoons, such as sports team training and online extra-curricular activities which could encourage students to strike a balance between study and life during the pandemic. A total of 40 clubs and societies categorized under academic activities, sports, interests, religious activities and social services were offered. All S1-S5 students were encouraged to sign up for the activities.

Owing to the cancellation of the Sports Day during the pandemic, our school organized “Games Day”, “Newly Emerged Sports Day” and “MI Taster week” for students in the hope of offering them a diverse range of activities, such as the new sports, handicrafts, video-editing, LED lamp brands workshops as well as ceramics etc., in which students were actively engaged and enjoyed the moments of creating their artwork pieces.

Students were encouraged to showcase their acting talents, critical thinking and speaking



skills in some joint school activities. Two remarkable highlights were the “True Light 150th Anniversary Joint Sections Variety Show” held at the Xiqu Centre in the West Kowloon Cultural District and the S1 Form Council Inauguration Ceremony cum Musical Performance.

The variety show’s programme consisted of a dazzling array of performances from the schools’ choirs, dance teams, orchestras, and Zheng ensemble. Members of our Chinese drama crew put all their heart and soul into “The Odyssey of Heroines” — a play about the heroic deeds of students and teachers of True Light school during the Anti-Japanese War. The play embodied the spirit of unity and perseverance of True Light teachers and students. Alumna Ms. LAM Wai Ting and veteran Cantonese opera actress Ms. LAU Wai Ming teamed up in their tour de force performance of ‘Taming of the Princess’ (Da Jin Zhi), bowling the audience over with the unique charm of Cantonese opera. The variety show climaxed with the grand finale performance of pop singer Mr. Hins CHEUNG. Our school was honoured to have invited the multi-talented singer as the finale guest performer, whose graceful rendition of ‘Meeting God’ testified to the Lord’s glory and captivated the audience. Our school is grateful for the continuous support from fellow educators, parents, alumnae and students, without which the variety show would not have come to fruition. This significant event was a testimony to the tireless efforts and remarkable achievements of True Light education.

This year also marked the 10th English Musical of our school, meaning that it has been a decade of platform for S1 students to showcase their learning outcome from both Literary Module of English Language and aesthetic development from Music. All S1 students participated in the story “Little Women” with their acting, singing and dancing. It was a cumulation of a year of hard work and perseverance despite the pandemic.

Nurturing women leaders of the future plays a crucial role at our school. With great emphasis on leadership training, our school arranged leadership training activities for prefects, Big Sisters in the school, Student Union, Student Fellowship members, ECA team members, class monitresses and class committee members in an effort to strengthen their leadership skills and cooperation skills. They took up various leadership responsibilities to help with the smooth execution of school events. Leadership opportunities begin in junior forms. In order to develop students’ leadership and problem-solving skills, our school organized an ECA Leadership Training Day for forty S2 to S6 student leaders. Through various games and activities, students progressively improved their communication and teamwork skills. Our students have ample opportunities to learn and take up the roles of young leaders outside school and their achievements are recognized.

Our Red Cross Team YU 218 participated in the “Best Service Project Competition” organized by the Hong Kong Red Cross and was awarded the 1st runner-up in recognition of their contribution to the organization of activity days and talent shows to help primary school students with reading disorders discover their talents and enhance their confidence. The judges were highly impressed by their creativity and performance.

3.6 Social Service and National Education

To develop a sense of belonging and national identity to Hong Kong and China, and to help students become loving, caring and responsible citizens, a series of meaningful and unforgettable activities were organized.

In line with our school’s value of developing students’ ability to serve others as well as nurturing kindness, the National and Social Caring Committee, in collaboration with the YWCA, organized S3 and S4 Service-Learning Day. Under the guidance and leadership of our school teachers, and the social workers of the YWCA and our school, our S3 and S4 students learnt how to design activities for the elderly. They got the chance to apply what



they had learnt in lessons at Sai Wan Social Centre for the Elderly and Lung Cheung Integrated Social Service Centre. Students designed booth games and prepared handicrafts and sports activities for the elderly who frequented the centres. During the activities, students chatted with the elderly. The activity perfectly embodied inter-generational harmony, embracing cross-generation inclusion.

The highlight this year is the InnoPower@JC: KTLS ‘Sparkle in Service Learning’ Project. It was developed on the basis of three visions – “Respect Students”, “Grow Independently” and “Contribute to Others”. With the self-directed learning and design thinking strategies they learned in the course, students initiated their self-directed service projects. On one hand, it cultivated students’ thinking skills and their different abilities. On the other hand, the project could promote personal growth and through serving others, they learned to appreciate and validate themselves. Project Service Game Day was held on 6 and 7 December. Six groups of S4 students formed teams on their own, and discovered the needs of the “visually impaired”, “hearing impaired”, “wheelchair users” and “mentally impaired.” We organized a series of educational activities including film production and appreciation, wheelchair experience, visual impairment experience, game booths, exhibition, and publication of real-life stories, to promote inclusion at school. Through the student-led activities, our students not only cultivated empathy for others, but also developed their self-directed learning and practical skills. The service project helped promote an inclusive community for the disabled and the able-bodied and encourage students to use their gifts to contribute to society.

This year, our students also gained a big success in participating in the “Hong Kong Age-venture” volunteer service as part of “Hong Kong 200” Leadership Project organized by the HKFYG Leadership Institute. They won the first runner-up and initiated a project for the elderly. At H.K.S.K.H. Chuk Yuen Canon Martin District Elderly Community Centre, students took the elderly people on a virtual reality (VR) vacation. They ‘travelled’ to various famous Hong Kong attractions including the Central Market and Tai Kwun, and shared their life stories about Hong Kong. The virtual tour videos were filmed and produced by our students, with the aim of creating an immersive experience for the elderly and promoting inter-generational solidarity. The elderly’s active participation and their interest in travelling and new technologies were very heartening and encouraging for our students. Our students will continue to bring the excitement of travel to the elderly and spread the spirit of sharing and caring.

Apart from this, with the aims of promoting national education and enhancing students’ understanding of China, Flag raising, Thematic Board Display and Thematic Book Fair were arranged on important occasions, such as National Foundation Day, National Constitution Day and National Security Education Day.

Our school also organized and participated in various activities to promote Chinese culture. Some examples were: a lecture on Shaolin Martial Arts for whole school, the Innovative Heritage Education Program organized by The Hong Kong Jockey Club Charities Trust for all S3 students, traditional Cheongsam making, participation in the 7th “Chinese History and Culture Academy senior form students: Touching the Intangible Cultural Heritage” Programme and carving patterns in traditional openwork design.

The Chinese Culture Week was held with the theme of “Art and Virtue”. A variety of activities were organized for students, such as lantern-making and paper-cutting workshops, calligraphy workshops, Putonghua workshops and a cookery workshop where students made cute tiger-shaped sweet dumplings (tangyuan). In addition to enhancing students’ knowledge of Chinese culture, these activities combined learning with fun and cultivated students’ moral character.

Amid the pandemic, Harbin No.113 Middle School, our sister school, and our school



expressed warm regards for each other through exchange of gifts. Harbin No.113 Middle School gifted our school with sets of concentric drums and books, as well as a plaque signed by Principal XIN Xuewen. Concentric drum is a newly emerged sport that trains the body and builds teamwork among students. The featured books can also raise our students' literacy levels. Our school thanks the principal, teachers, and students of Harbin No.113 Middle School for their care for the mental and physical health of our students during this critical period.

3.7 Environmental Education and Health Education

Through different activities, we have raised students' cognitive awareness towards environmental protection and personal health, both physically and mentally.

For the environmental education, our school joined the annual "One Person One Flower Scheme" and the "Reef to Ridge Environmental Education Programme" which was an education programme that aimed to improve students' environmental literacy. The students also participated in the ECF Young Environment Ambassador Programme, Greeners Actions' "Lai See Reuse and Recycle Program 2022", Renewable Energy Online Seminar and a virtual TreeCare Workshop organized by the CarbonCare InnoLab. These programmes widened students' horizons and raised their awareness of environmental issues.

The highlights of the environmental education and health education this year were "Joyful Fruit Day" and "Health Day". To promote healthy eating, the Environmental Protection and Health Education Committee (EHEC) organized an inter-class "Healthy Afternoon Tea" recipe design competition in February. EHEC also collaborated with the Home Economics Department, Red Cross, and the Reading Promotion Committee to set up a number of game booths at the school hall. There were various activities, such as "My Favorite Teatime Recipe", "Fun Facts about Afternoon Tea" and "Home Economics Books pre-order service", and an "Eco Enzyme Cleaner DIY Workshop". All of these activities were organized with the aim of raising students' awareness towards the importance of leading a healthy and 'fruitful' life. On "Health Day", with the joint efforts of the departments of Biology, Geography, Physical Education, Red Cross, STEM, and the Reading Promotion Committee, there were game booths for students to learn about "Healthy life", "Healthy body", and "Healthy mind." Students participated in the event actively as they learnt in a fun way.

3.8 SEN

The Inclusive Education Committee (IEC) aims to develop an inclusive school culture, enhance the understanding and acceptance of students with special educational needs by school personnel, students and parents, and provide appropriate support for the students in need. It also assists the school to implement the whole school approach to integrated education, establish an inclusive education policy and fully utilize additional resources, such as the Learning Support Grant. Tutorial classes, social skills and speech training were arranged to cater for students' needs. Individual education plans and various accommodation measures were established to facilitate their learning and personal development.

The IEC worked closely with the Student Affairs Committee to support less capable students to cultivate positive self-values and the sense of self-efficacy through launching different group activities like Music Therapy workshop, "Animal Sesame Tanguan" workshop and board games etc. It also offered learning support by making adjustments to



homework and examinations as well as arranging individual or small group tutorials and emotion support for students with specific needs.

This year, a “Parent Support Group for SEN students” was established in order to provide educational workshops to help family to learn how to manage stress and fellowship with other families to share experiences and resources in a caring environment. The feedback was positive. The participants agreed that it can encourage and support parents to carry out positive attitude towards the challenges in their lives.

3.9 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 life wide learning activities courses with sponsorships or scholarships. Over 50 students received an E-class subsidies of between \$500 and \$3500.



1. STUDENT PERFORMANCE

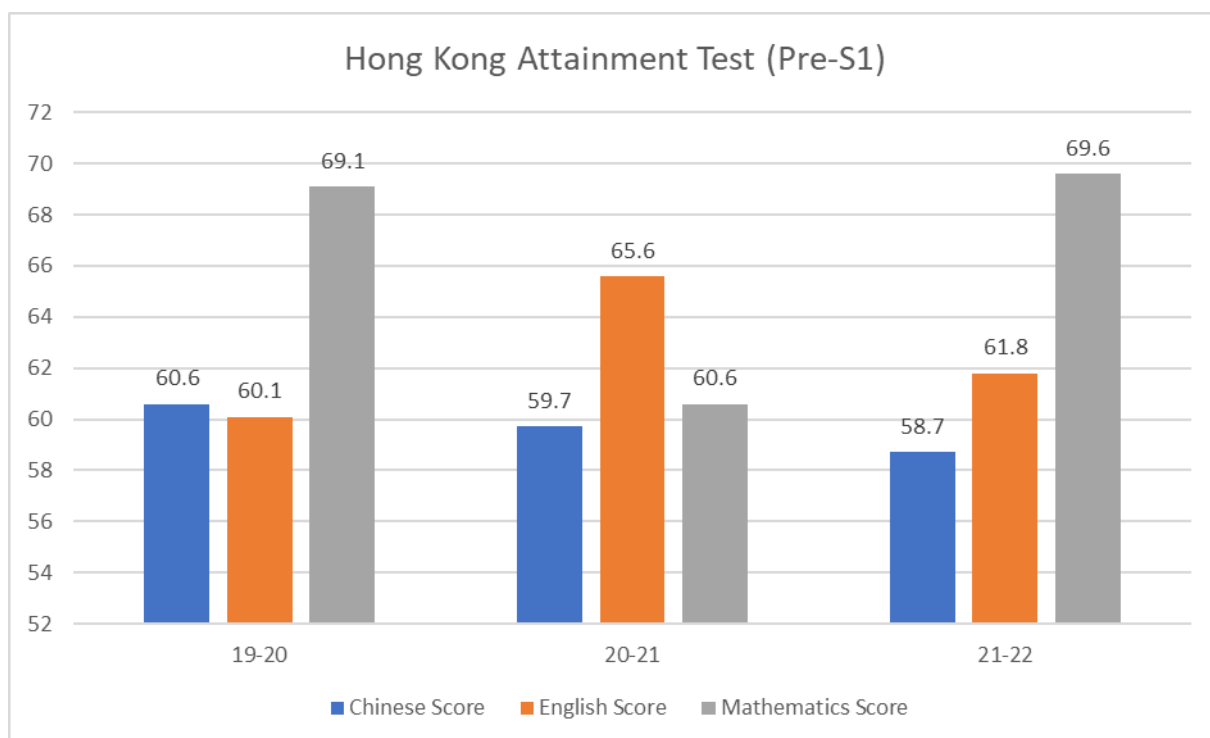
4.1 Students' Attendance (whole school year)

2021-2022	Percentage
S1	99.4%
S2	99.2%
S3	98.4%
S4	98.5%
S5	97.7%
S6	95.8%
Average	98.4%

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
19-20	60.6	60.1	69.1
20-21	59.7	65.6	60.6
21-22	58.7	61.8	69.6

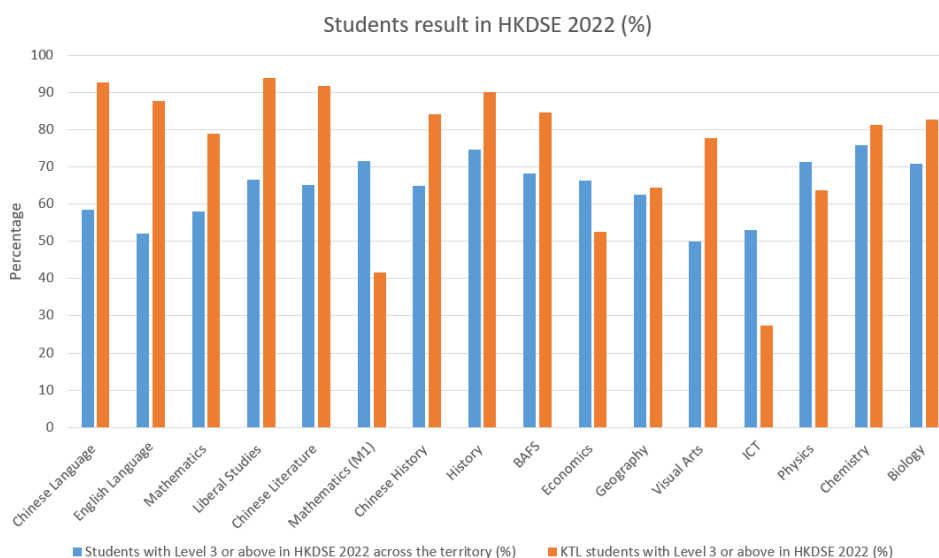


4.3 Results in HKDSE

With the unrelenting effort and unyielding support of teachers and parents, the students achieved gratifying results. A total of 81 KTL students sat the 2022 HKDSE. The percentage of students attaining the minimum requirement for university admission (33222, i.e., level 3 for Chinese Language and English Language, level 2 for Mathematics Compulsory Part and Liberal Studies, and level 2 for one elective subject) was over 80%, surpassing the territory-wide statistic (36.7%) by a wide margin. In 11 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.

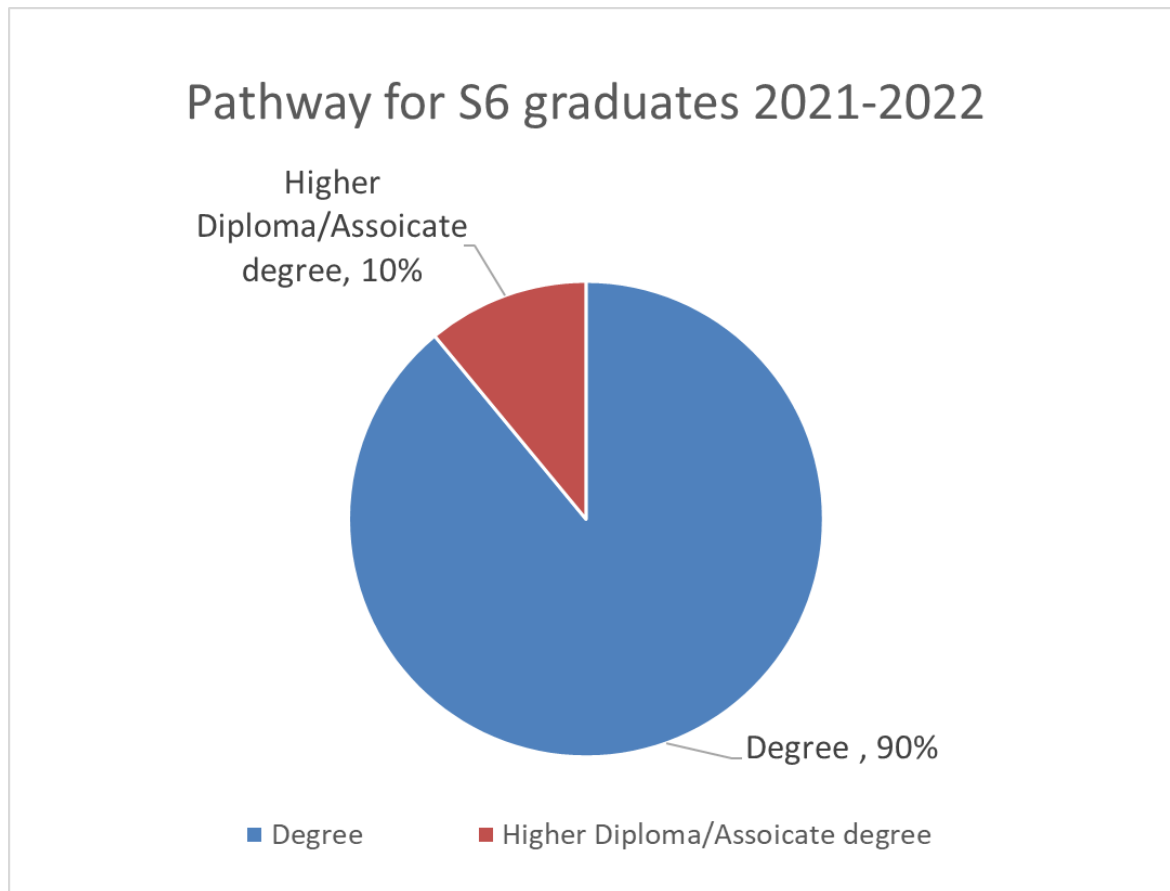
Around 90% of our S6 graduates have been admitted to bachelor’s degree courses with the percentage of students offered a place at the top three universities in Hong Kong reaching a record high. Over 30% of our students received an offer in an array of disciplines in the top 50 universities in the world. The offers in renowned universities include but are not limited to the following schools and faculties: medicine, physiotherapy, veterinary science, business and law (a double degree programme), architecture, accounting, business administration, language, translation, journalism, nursing, science, education, engineering, hotel management, fine arts, politics and public administration, etc. Such a diversity is a testament to our effort in exploring multiple pathways for our students to reach their potentials in different areas.

The top student, Poon Wai Kiu, scored 43 marks in her best seven subjects with 5** in English Language and Liberal Studies, 5* in Chinese Language, Mathematics, Geography and Biology. She has moved to Australia, studying in the degree programme of Bachelor of Applied Science (Physiotherapy) in The University of Sydney. Another top student, Choi Yuen Ki, scored 42 marks in her best seven subjects with 5** in English Language and Biology, 5* in Chinese Language, Liberal Studies and BAFS. She has been admitted to The University of Hong Kong pursuing a degree of Bachelor of Medicine and Bachelor of Surgery.



4.4 Pathways of Graduates

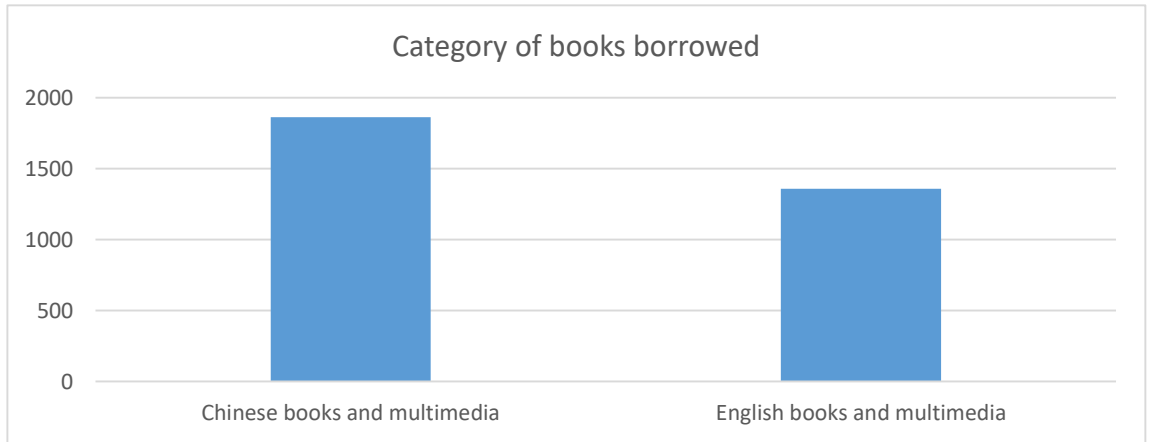
About 90% of students received degree offers while 81 % of students received a JUPAS offer in the year 2021. Among the successful JUPAS applicants, 100% received a degree offer.



4.5 Students' Reading Habit

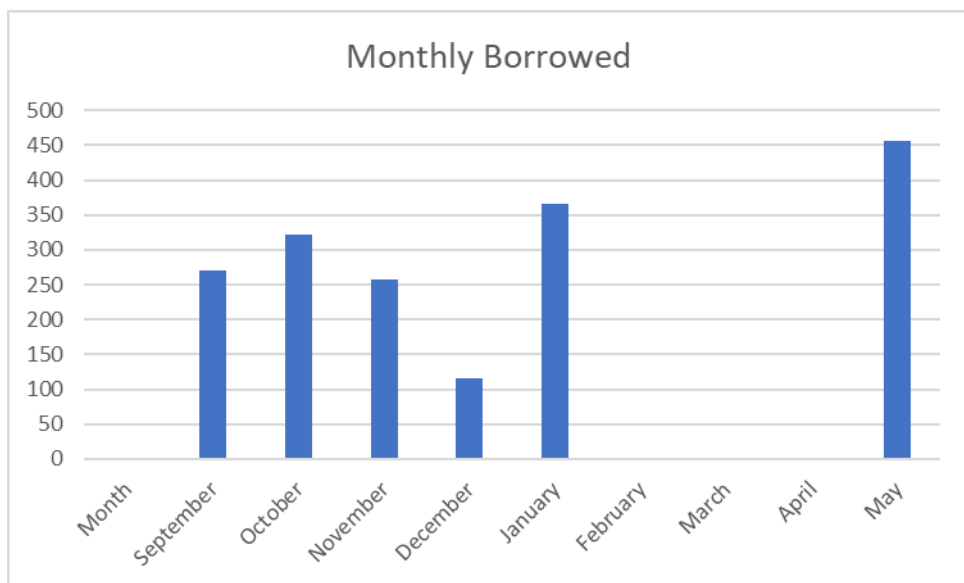
- Number of books borrowed (Year)

Category	2021-2022
Chinese books and multimedia	954
English books and multimedia	836



Monthly borrowed amount

Month	2021-2022
September	271
October	322
November	258
December	115
January	367
February	0
March	0
April	0
May	457



4.6 Achievements and Awards 2021-2022

Academic		
Historical Building Competition - Online Reading Competition (Intermediate Level)	S1 LEE KIN YING JESSICA S1 TSANG SZE YIN SANDY S2 AHMAD ALIMA S2 HUI WING SZE S3 KAN YI MEI S3 TANG HO CHING S3 YEUNG FUH LEI S3 CHO TSZ LEUNG CHERRY S3 TSE TSZ CHING S4 BHATIA JIYA JITENDRA S4 TSUI HEI WING S5 WANG MEI PO S5 CHEN HEI	Merit Award
	S1 CHU CHING LAM S2 CHEUNG CHING MAN S3 TANG HIU YING S3 BIBI RASTI SAJID S3 CHAN WING YIU S3 CHEUNG WING SHAN S3 LEE PUI CHI S3 LAM CHING WAI SOPHIE S3 LAM CHO MAN S3 LI KA YI CATHARINE S3 LO PUI KWAN S4 FUNG WING YAN S4 NG YAT YU S4 WONG WAN YI S4 YU CHIU YUET S4 HUI WAI CHING S4 TSOI NGO LAM S4 LIANG JIALIN S4 WANG YANG S4 YIP SZE PING S4 CHIU WING S5 KWAN WAI YAN S5 SIU QUEEN S5 TANG HOI MAN S5 NG JIN NAN S5 WONG YEE CHING S5 HO PO HEI S5 LEUNG HO YAN S5 CHEUK WING IN S5 CHEUNG HAU YAN S5 FUNG SO CHUN S5 KWAN ON KI S5 LI TSZ YU	Outstanding Award
Historical Building Competition - Online Reading Competition (Elementary Level)	S1 CHAN JING NAM S1 CHO LOK YIU HOSANNA S1 LEE CYNTHIA S1 LIANG YIM FAN S1 SHUM KIN YU S1 YANG SIN SIN S1 CHAN SEN MIA S1 CHAN TSZ WAI S1 CHIU SUM YAU JESSENIA	Merit Award



S1 HO YIN CHUN
S1 HUANG HOI CHING
S1 HUNG SIN YIN
S1 LEE TSZ LOK
S1 LOU YUEN CHING
S1 MA HANG YEE
S1 XU PUI YAN
S1 YIP YAN YAU
S1 CHANG TSZ KWAN
S1 CHEUNG NGAR YIN
AVELINE
S1 CHU SIN YAN
S1 CHUI LYNELLE
S1 CHUNG HANNAH HOIYU
S1 HUNG SZE WAN
S1 LAI LOK WAN
S1 LAM TSZ MIU
S1 LAU YUI MAN
S1 LEUNG HOI KIU
S1 NG MAN HEI
S1 WONG HEI KIU GABRIELLA
S1 WONG KA KI
S1 AU KYLIE
S1 CHAN AGNES
S1 CHAN HOI LAAM
S1 CHAN LOK SUM
S1 CHU SHUYI ABBEY
S1 FUNG ARIANNA
S1 LAU PUI LAM
S1 LEE HUI CHING
S1 LEONG CHING YU
S1 LIM TSZ CHING
S1 WONG HANG CHI GIGI
S1 YEUNG CHARMAINE
S2 HO TSZ TUNG
S2 TSE SZE KEI
S2 TSUI YEE TING
S2 YU PUI LAM
S2 ZHOU SILI
S2 LAU KERRY CHEUK WAI
S3 YU HONG WA
S3 CHUNG KWAI WAH
S3 HUANG KIT YU
S3 LAI MAN KI VICKY
S3 SO KA YUK
S3 CHIM PUI YU
S3 LEUNG HOI CHING
S3 WONG HOI LAM
S3 XIONG YUET CHING
S3 YEUNG FUH LEI
S3 CHO TSZ LEUNG CHERRY
S3 LEE TIN YU
S3 NG PAN WING ALISON
S3 TANG WAN CHI
S3 TSE TSZ CHING
S3 WONG TSZ LOK
S4 KWAN WAI YAN
S5 SHUM WING YAN



	S5 PANG YEE TING S5 ZHEN YUYING	
	S1 CHAN TSZ CHING S1 FONG KIT YU S1 LIN LEER S1 LONG ZIYANG FENNI S1 TSANG SZE YIN SANDY S1 WONG WING KEI S1 XIAO ALICE S1 CHAN HIU YU TRIXIA S1 CHOI REINA S1 CHU CHING LAM S1 HUANG VIVIEN S1 LI YUEN SHAN S1 LO LAM S1 WONG MAN YIU MAYA S1 YAU YIN YAT S1 ZENG WAT WING S1 CHEUNG HEI LAM S1 CHIU FEI YEUNG S1 CHOW TSZ HEI S1 HO BELLA S1 LEUNG CHIN YIU S1 LIU CHEUK NAM S1 LO TSZ CHING S1 MA HOI YIU S1 NG CHIU YEE S1 NG YUET S1 YUEN WING YIN S1 CHONG MAN YING S1 FAN TSOI CHING S1 KWOK SZE WAI GRACE S1 LAM CHOR HEI S1 LEUNG HANG PING ADELAIDE S1 LEUNG WAI YAN S1 MA CHEUK YU S1 NG CHING YIN S1 TANG HIU YAN S1 TANG OI LAM S1 YIP HAILEY S2 CHAU YEE SHAN S2 CHEUNG CHING MAN S2 TSANG TSZ MAK S2 NG YUI YAN S2 TANG TSZ TUNG S2 WAN SIN TUNG CECI S2 WONG SZE WING S2 AHMAD ALIMA S2 HUI WING SZE S2 KONG HEI TUNG S2 LO NGO YIN VINCCI S3 TANG HIU YING S3 WONG SHUN UE S3 BIBI RASTI SAJID S3 CHAN KA KA S3 CHAN WING YIU S3 CHEUNG WING SHAN	Outstanding Award



	S3 WU TERESA ZHIXI S3 CHAN YAN YU S3 CHAN YUET AIMEE S3 KAN YI MEI S3 LUI CHUNG YAN S3 TANG HO CHING S3 CHAN HEI MAN S3 CHEUNG YEE NI S3 CHOW CHEUK WING S3 CHOW TSZ TO S3 LAM CHING WAI SOPHIE S3 LAM CHO MAN S3 LI KA YI CATHARINE S3 LO PUI KWAN S3 WAN WAI MING S3 YAU PUI KA S3 ZHANG HAO YUE S4 BHATIA JIYA JITENDRA S4 FUNG WING YAN S4 NG YAT YU S4 TSUI HEI WING S4 YU CHIU YUET S5 KWOK WAN CHING S5 LEUNG HO YAN S5 LUK LOK YEE S5 MAK WING KIU S5 TAM WING LAM S5 CHEUK WING IN	
English Extensive Reading Section (Junior Division)	S1 CHOW TSZ HEI	Merit Award
7th Dr. Stephen Chan Joint School Micro-Novel Writing Competition 2021	S5 LEE HUI YI	Merit Award
The 32nd Annual Book Report Competition for Secondary School Students Master Pieces Section (Junior Division)	S2 XIE XINYI	Merit Award
The 32nd Annual Book Report Competition for Secondary School Students Master Pieces Section (Senior Division)	S5 LEE HUI YI	Champion
Chinese Best Book Reports (Junior Section)	1 st Term S1 HUNG SZE WAN S2 SO MING YAN S3 ZHANG HAO YUE S1 TSANG SZE YIN SANDY S2 LEE CHING YOU YURI S3 LAM KWAN YI S1 XU PUI YAN S2 XIE XINYI S3 WONG SHUN UE	Champion 1 st Runner-up 2 nd Runner-up



	<p>2nd Term</p> <p>S1 TANG HIU YAN S2 LIU YIJIA S3 WU TERESA ZHIXI</p> <p>S1 NG MAN HEI S2 YUAN SHAN YAP S3 KAN YI MEI</p> <p>S1 CHEUNG HOI KIU S2 CHAN WING TUNG S3 LI MING YEUNG</p>	<p>Champion</p> <p>1st Runner-up</p> <p>2nd Runner-up</p>
English Best Book Reports (Junior Section)	<p>1st Term</p> <p>S1 TANG OI LAM S2 NG NGA CHING ALISON S3 TO WAI YIN S1 HUANG HOI CHING S2 YONG THENG SIM S3 TSE TSZ CHING</p> <p>2nd Term</p> <p>S1 CHOW TSZ HEI S2 CHENG YI WING S3 CHOW CHEUK WING S1 NG CHING YIN S2 CHAN HIU NAM ISABELLA S3 LAM CHING WAI SOPHIE S1 CHAN HOI LAAM S2 CHOI YAN KIU S3 LEE TIN YU</p>	<p>Champion</p> <p>1st Runner-up</p> <p>2nd Runner-up</p> <p>Champion</p> <p>1st Runner-up</p> <p>2nd Runner-up</p>
"Share Your Love of Reading" Reading Award Scheme - 1st Term	<p>S2 LAU CHEUK LAM S3 LAM CHO MAN S2 IP CHI CHING</p>	<p>Silver Award</p> <p>Bronze Award</p>
"Share Your Love of Reading" Reading Award Scheme - 2nd Term	<p>S1 ZENG WAT WING S1 WONG HANG CHI GIGI S2 LEE CHING YIU YURI S2 CHAN HIU NAM ISABELLA S2 LO JOELLE ISABELLE S2 TIN TSZ CHING S1 LIN LEER S1 TSANG SZE YIN SANDY S1 CHAN TSZ CHING S1 XIAO ALICE S1 LAM TSZ MIU S1 MA HOI YIU S1 NG MAN HEI S2 TSE SZE KEI S2 WAN SIN TUNG CECI S2 WONG SZE WING S2 KONG HEI TUNG S2 LI TSZ CHING S2 YUAN SHAN YAP S3 CHEUNG WING SHAN S3 LAM CHO MAN S3 YUEN CHI CHING MICHELLE S1 CHAN TSZ YIN S1 CHO LOK YIU HOSANNA</p>	<p>Gold Award</p> <p>Silver Award</p> <p>Bronze Award</p>



	S1 CHU CHING LAM S1 TSANG TSZ KI BELLE S1 TSANG YUEN CHING S1 WONG MAN YIU MAYA S1 CHUNG HANNAH HOIYU S1 NG CHIU YEE S1 POON HIU YEE S1 CHEUNG HEI LAM S1 NG WING TUNG S1 TANG HIU YAN S1 TANG OI LAM S1 YIP HAILEY S2 MO KA LAM S2 LAU KERRY CHEUK WAI S2 LEE YUET YIU S2 SO MING YAN S2 CHAN YI KIU S2 CHANG HOI CHING S2 CHONG WING YAN S3 WU TERESA ZHIXI S3 YAU YIN MAN S3 KAN YI MEI S3 WONG HOI LAM S3 LAM CHING WAI SOPHIE S3 WONG TSZ LOK S3 CHOW CHEUK WING S3 CHOW TSZ TO	
Academy of Gifted Education of KTLS 2021	S3 CHAN WING YIU	Member
The 4th Chinese and English Penmanship Competition 2021	S2 AHMAD ALIMA S2 MALAIKA-RANI S3 BIBI RASTI SAJID S4 BHATIA JIYA JITENDRA	Merit Prize
1st Dream Compassioneers Public Speaking Contest (Junior Section) 2021	S2 CHOW YIN CHING	Competitor
“Courtesy and Manners in True Light” Programme – Chinese Speech Contest 2021	S4 CHAN KA MAN CAREN S4 CHIU WING S4 GONG XING ZI S4 KWONG YING YING S4 LUI YUEN KEI NICOLE S4 CHEUNG TAK TUNG S4 TAM PAK YI S4 CHENG CHLOE S4 YOUNG TSZ TING S4 CHUI TSZ YU S4 FUNG WING YAN S4 TAN HIU YAN S4 YU CHIU YUET S4 HUI WAI CHING S4 KEI YUK KWAN S4 FONG HOI YIN S4 KWAN TSZ KI KARINA S4 LAI CHEUK KIU JAMIE S4 LI HONG KIU S4 CHEUNG TSZ YAN S4 KWAN HOI KIU	Champion 1 st Runner-up 2 nd Runner-up Merit Award



	S4 TSUI LOK YI S4 WANG YANG S4 YIP SZE PING	
73rd Hong Kong Schools Speech Festival (English Class) 2021	S2 CHENG YI HANG ABIGAIL S1 FAN TSOI CHING S1 LEONG CHING YU S1 TANG HIU YAN S2 LOO PUI YAN MELISSA S2 LEE CHING YIU YURI S3 TAM SING WAI S4 TAM PAK YI S1 CHAN HIU YU TRIXIA S1 CHEUNG TUNG S1 TSANG YUEN CHING S1 LAU YUI MAN S1 LO YAN UE S1 CHU SHUYI ABBEY S1 LAM CHOR HEI S1 LEE HUI CHING S2 AHMAD ALIMA S2 WONG YI LAM S4 KOU TSZ CHING S4 LI HONG KIU S4 WU SZE WING S5 KWONG TSZ YAN S5 MAK YUI KI S5 LI SZE LOK	Solo Verse Champion Solo Verse 1 st runner-up Solo Verse 1 st runner-up Solo Verse 2 nd runner-up Solo Verse 2 nd runner-up Solo Verse 2 nd runner-up Solo Verse 2 nd runner-up Prose Speaking 2 nd runner-up Solo Verse 2 nd runner-up Merit Award
73rd Hong Kong Schools Speech Festival (Chinese Speech) 2021	S1 TSANG SZE YIN SANDY S1 CHAN YI JUN S2 CHEUNG CHING MAN S2 CHOW YIN CHING S2 LEE CHING YIU YURI	Secondary 1 and 2 Solo Prose Speaking (Mandarin) Merit Secondary 1 Solo Verse Speaking (Cantonese) Merit Secondary 1 and 2 Solo Verse Speaking (Mandarin) Merit Secondary 2 Solo Prose Speaking (Cantonese) Merit Secondary 2 Solo Verse Speaking (Cantonese) Merit & Secondary 1 and 2 Solo Verse Speaking (Mandarin) Merit



	S3 YAN JIAXIN	Secondary 3 and 4 Solo Verse Speaking (Mandarin)
	S4 HUI CHUNG MAN	Secondary 4 Solo Verse Speaking (Cantonese)
	S5 TANG HOI MAN	Catholic verse recitation 1 st Runner-up & Secondary 5 and 6 Solo Prose Speaking (Cantonese) 2 nd Runner-up
	S5 MAK YUI KI	Christian verse recitation 2 nd Runner-up
National Secondary Schools Writing Competition (Hong Kong)	S3 ZHANG HAO YUE S5 CHEUNG YAT CHING S6 FONG SZE WING	Merit Award
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Qualifier Round 2022 (Greater Bay Area Region)	S2 LAW TSZ WAI	Third-class Prize
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad Qualifier Round 2022 (Hong Kong Region)	S2 LAW TSZ WAI	Second-class Prize
Historical Building Competition - Solving the Puzzles of Heritage Sites in Hong Kong 2022	S5 LEUNG HO YAN S5 LIU SHUK WAI S5 FUNG SO CHUN	Champion
2022 Harvard Book Prize	S5 WONG CHUN CHING S5 LO PUI KEI S5 TAN HIU CHING	Champion 1 st Runner-up 2 nd Runner-up
MI Young Writers Award 2022	S1 CHU SHUYI ABBEY S1 FAN TSOI CHING S1 LEUNG HANG PING ADELAIDE S1 LEUNG NOK YAN S1 LIU LOK YI S2 AHMAD ALIMA S2 CHENG YI HANG ABIGAIL S2 KONG HEI TUNG S3 LAU ON KI S3 YAU PUI KA S2 LEE NGO CHING	10 Outstanding Entries Award (Junior)
The 8th Creativity All Round 2022 Writing Competition	S2 NG NGA CHING ALISON	2 nd Runner-up
Hong Kong Secondary Schools Debating Competition	S1 LEUNG HANG PING ADELAIDE S2 YONG THENG SIM S2 ALIMA AHMAD S2 MALAIKA-RANI S2 NG NGA CHING ALISON	First Runner-Up in Kowloon Junior Division 1



	S3 JODIE LEUNG SIN YU S3 YUEN CHI CHING S3 CHAN WING YIU S3 CHAN CHOI YING	First Runner-Up in Kowloon Middle Division 1
Chinese Essay Competition 2022	S4 WONG LOK YAN COCO S4 KEI YUK KWAN	Merit Award
Guangdong-Hong Kong-Macao Greater Bay Area Mathematical Olympiad (National Finals) 2022	S2 LAW TSZ WAI	Merit Award
Top-notch Student Reading Scheme 2021-2022	S2 AHMAD ALIMA	Top-notch Student Award
2022 Asia International Mathematical Olympiad Open Contest	S1 TANG OI LAM S2 LAW TSZ WAI	Bronze Medal & a place in the Final Round
Huaxiabei National Mathematics Olympic Invitation Competition 2022 (South China District) Qualifying Match	S1 TANG OI LAM	Third-class Prize
Hua Luo-Geng Cup Mathematics Competition (Final)	S1 LIM TSZ CHING S1 TANG OI LAM S1 LAW TSZ WAI S1 LEE YUET YIU	Competitors
Sports		
Dragons Volleyball Invitational Tournaments 2021	S1 CHAN TSZ CHING S1 LEE CYNTHIA S1 HUANG HOI CHING S1 TSANG TSZ KI BELLE S2 CHOW YIN CHING S2 WONG SZE YU S2 CHAU WING YIN S2 CHEUNG YEUK LAM JASMINE S2 OR YI TUNG S3 CHEUNG CHEUK WING DEBORAH S3 LIM MAY NAN S3 TAM HOI TING S3 YUEN CHI CHING MICHELLE S4 CHAN PUI YI S4 WAT PUI YU S4 CHAN MAN SZE GRACE S4 NGAN YU HEI S4 CHAN TSZ YAN S5 WONG CHRISTY S6 WONG PO HUEN S6 YAU PUI YING S6 YEUNG TSZ CHING	1 st runner-up



Dragons Basketball Invitational Tournaments 2021	S2 CHUN KA YAN S2 TSANG YAU MEI S2 TSUI YEE TING S2 LIN UE SHAN S2 WONG YI LAM S3 LAM KA LAI S3 TSE TSZ CHING S4 CHU HIU CHING S4 WONG HOI CHI S5 YEUNG LOK YI S5 CHIM HAU TUNG ASHLEY S5 LEE SUM YUET S5 LO WING KIU S5 CHEUNG HAU YAN S5 PANG YEE TING S6 TAM CHEUK KIU	1 st runner-up
True Light 150th Anniversary Celebration Joint-School Athletic Meet	Junior Form S2 CHUN KA YAN S2 LAI NGA WING S2 TSANG TSZ MAK S2 TSUI YEE TING S2 LIN UE SHAN S2 LEE KA YING S2 LO NGO YIN VINCCI S2 WONG YI LAM S3 CHAN CHOI YING S3 CHEUNG CHEUK WING DEBORAH S3 KAN YI MEI S3 TSE TSZ CHING Senior Form S4 TSE NOK HANG S4 CHAN MAN SZE GRACE S4 CHAN KA MAN CAREN S4 WONG HOI CHI	Junior Form 400M 2 nd runner-up 1500M Champion 100M 3 rd runner-up Shot Put Champion & Discus 3 rd runner-up 400M 1 st runner-up & High Jump 1 st runner-up 100M Hurdles 3 rd runner-up 100M Hurdles Champion & Long Jump 3 rd runner-up 400M 2 nd runner-up 1500M 1 st runner-up Discus 3 rd runner-up Long Jump 2 nd runner-up 800M Champion Senior Form 800M 2 nd runner-up & 100M Hurdles 2 nd runner-up High Jump 2 nd runner-up Javelin 1 st runner-up 100M 3 rd runner-up & High Jump 1 st runner-up 800M 1 st runner-up



	<p>S5 YEUNG LOK YI</p> <p>S5 CHIM HAU TUNG ASHLEY</p> <p>S5 LEE SUM YUET</p> <p>S5 PANG YEE TING</p> <p>S5 WONG CHRISTY</p> <p>S6 YAU PUI YING</p> <p>S6 YEUNG TSZ CHING</p>	<p>Discus 2nd runner-up</p> <p>100M 2nd runner-up & 200M 1st runner-up</p> <p>Shot Put 1st runner-up</p> <p>Javelin 2nd runner-up</p> <p>Javelin Champion</p> <p>1500M 2nd runner-up</p>
NTE Student Basketball League 2021	<p>S2 CHEUNG CHING MAN</p> <p>S4 CHU HIU CHING</p> <p>S4 WONG HOI CHI</p> <p>S5 YEUNG LOK YI</p> <p>S5 CHIM HAU TUNG ASHLEY</p> <p>S5 LEE SUM YUET</p> <p>S5 LO WING KIU</p> <p>S5 CHEUNG HAU YAN</p> <p>S5 PANG YEE TING</p> <p>S6 CHAN SUET YI</p> <p>S6 TAM CHEUK KIU</p> <p>S6 KWOK WING YAU</p> <p>S1 CHEUNG WAN CHUN</p> <p>S1 HO WING YIU</p> <p>S1 MA HOI YIU</p> <p>S2 CHUN KA YAN</p> <p>S2 LAI NGA WING</p> <p>S2 TSANG YAU MEI</p> <p>S2 TSUI YEE TING</p> <p>S2 LIN UE SHAN</p> <p>S2 TANG TSZ TUNG</p> <p>S2 WONG YI LAM</p> <p>S3 LAM KA LAI</p> <p>S3 LO PUI KWAN</p> <p>S3 TSE TSZ CHING</p>	<p>1st runner-up</p> <p>3rd runner-up</p>
The Flash Girls 3-on-3 Basketball Game	<p>Grade A & Grade B</p> <p>S3 LAM KA LAI</p> <p>S3 TSE TSZ CHING</p> <p>S4 CHU HIU CHING</p> <p>S4 WONG HOI CHI</p>	<p>Grade A & Grade B</p> <p>1st runner-up</p>
	<p>Grade C</p> <p>S2 LAI NGA WING</p> <p>S2 TSANG YAU MEI</p> <p>S2 TSUI YEE TING</p> <p>S2 LIN UE SHAN</p> <p>S2 WONG YI LAM</p>	<p>Grade C</p> <p>Champion</p>
Inter-School Swimming Competition 2021-2022 (Division Two)	<p>S3 LEUNG MAN WAI</p>	<p>Girls B Grade 50m Breaststroke 1st runner-up & 50m Butterfly Champion & 4x50M Freestyle Relay Champion</p>



	S3 CHAN CHOI YING	B Grade Overall 3 rd runner-up Girls Grade B 4x50M Freestyle Relay Champion & Grade B Overall 3 rd runner-up
	S3 WONG CHUNG YAN	Girl Grade B 4x50M Freestyle Relay Champion & Grade B Overall 3 rd runner-up
	S4 LEUNG SZE TUNG	Girls Grade B 4x50M Freestyle Relay Champion & Grade B Overall 3 rd runner-up
Inter-School Athletics Competition 2021-2022 Division Three (Area 2)	Grade A S4 CHAN MAN SZE GRACE	Grade A High Jump 2 nd runner-up
	S4 CHAN KA MAN CAREN	Javelin 2 nd runner-up
	S5 PANG YEE TING	Shot put 3 rd runner-up
	Grade B S3 LAM KA LAI S3 TANG HIU YING	Grade B 4X100M Relay 2 nd runner-up
	S3 CHAN CHOI YING	1500M 3 rd runner-up & 4X400M Relay Champion
	S3 CHEUNG CHEUK WING DEBORAH	Discus 3 rd runner-up
	S3 CHOW KA YAU ATHENA	4X100M Relay 2 nd runner-up
	S3 LO PUI KWAN	4X400M Relay Champion
	S3 TSE TSZ CHING	400M 1 st runner-up & 4X400M Relay Champion
	S4 TSE NOK HANG	800M Champion & 100M Hurdles Champion & 4X400M Relay Champion
	S4 WONG HOI CHI	High Jump 1 st runner-up & 4X100M Relay 2 nd runner-up
	Grade C S1 MA HOI YIU	Grade C 4X100M Relay 2 nd runner-up
	S2 CHUN KA YAN	4X400M Relay 1 st



	S2 LAI NGA WING	runner-up 1500M 2 nd runner-up & 4X400M Relay 1 st runner-up
	S2 TSANG TSZ MAK	100M 3 rd runner-up & 4X100M Relay 2 nd runner-up
	S2 TSUI YEE TING	Discus 1 st runner-up & Shotput Champion
	S2 LIN UE SHAN	High Jump Champion & 200M 1 st runner-up & 4X400M Relay 1 st runner-up
	S2 SHAM TSZ KIU	4X100M Relay 2 nd runner-up
	S2 LO NGO YIN VINCCI	100M Hurdles Champion & Long Jump 1 st runner-up & 4X100M Relay 2 nd runner-up
	S2 WONG YI LAM	400M 2 nd runner-up & 4X400M Relay 1 st runner-up
All HK Inter-Schools 3x3 Basketball Marathon 2022	Grade C S2 TSANG YAU MEI S2 TSUI YEE TING S2 CHUN KA YAN S2 TANG TSZ TUNG	Grade C 2 nd runner-up
	S2 LAM UE SHAN	2 nd runner-up & Best Basketball Player
Art, Music and Creation		
City University of Hong Kong “The 7th Secondary School Distinguished Artwork Exhibition 2022”	S6 NGAN HIU TUNG	Outstanding Award (Senior Group)
“Exhibition of Student Visual Arts Work 2021/22” Arts Education Section, Curriculum Development Institute of the Education Bureau	S6 HO NGA SIN JENNY	《Silver Prize》
Hong Kong School Drama Festival 2021/22	S4 YU CHIU YUET S5 NG JIN NAN	Award for Outstanding Performer & Award for Outstanding Cooperation
	S2 CEN CHEN ELENA S2 WONG NGA YAN S2 CHENG YI WING S4 TSE KWAN YU S4 TSE KWAN YUK	Award for Outstanding Cooperation



Others		
Ng Teng Fong Scholarship	S5 LEE CHEUK WING	Awardee
The 13th Kowloon Region Outstanding Student Award 2021	S6 TANG CHEUK LAM	Awardee
Hong Kong Outstanding Students Awards in Kowloon City Outstanding Senior Secondary Student Award	S5 YEUNG LOK YEE	Awardee
Hong Kong Outstanding Students Awards in Kowloon City Outstanding Junior Secondary Student Award	S3 LAM CHO MAN	Awardee
The 2nd Hong Kong Student Service Leaders Award	S6 TAND CHEUK LAM	Awardee



5 MAJOR CONCERNS

5.1 Achievements and Reflections for the year 2021-2022

● Major Concern 1:

To equip students with deeper thinking skills and to further enhance students' mindset and strategies for self-directed learning

Achievements

- A. To introduce the idea of deeper thinking skills (PARV), with Pragmatic Learners: problem-solving and decision-making skills as the focus
- A school assembly was conducted by LTC in October, introducing the idea of the framework of deeper thinking skills 'PARV' (Pragmatic learner: problem-solving and decision-making; Articulate learner: explaining and persuading; Reflective learner: constructive critical thinking; Visionary learner: innovation and breakthrough) and the subskills and essential elements in problem-solving and decision-making. The eight steps of problem-solving were well illustrated with examples and interaction with students.
 - A 12-page section of Learning PARVway focusing on problem-solving and decision-making skills was developed with thinking skill frameworks, key elements description and cases of application in the Student Growth Handbook.
 - Informative videos and cases of PARV application and those about successful scholars or entrepreneurs who were key figures in problem solving were uploaded onto Campus TV online channel.
 - Reading materials about theories, skills and cases of problem-solving and decision-making as well as success stories of renowned entrepreneurs and leaders were provided by the school library, the Chinese Department and the English Department. Such reading materials were posted in classrooms.
- B. To develop informal curriculum and a school environment for students to be exposed to the ideas of deeper thinking
- PBL elements were developed for students to engage in problem-based learning tasks with teachers as facilitators through CLIL. Students were to study a simulated everyday life problem with the teacher's guidance.
 - Elements of problem-solving and decision-making were incorporated in S6 Excursion through interactive activities.
 - Gifted programmes were conducted, including "Global Inclusive Lab" where students developed podcast programmes, 'Walk with Veteran' where students developed literature works and an experiential programme of Chinese medicine.
 - School competitions including "Problem-Solvers" and PARV Poster Design Competition were organized.
- C. To develop formal curriculum in various subjects for students to apply the skills of problem-solving and decision-making
- In curriculum guides, teaching materials, schemes of work, and assessment blueprints,



expectations on deeper thinking skills development were stipulated in most subjects.

- The official lesson plan for staff appraisal was modified in order to encourage teachers to develop all the scaffolding questions and the expected responses prior to each lesson. Teachers developed a higher awareness of the essentiality of questioning in lesson delivery.
 - An array of feature curricula were developed, including GeoChoice in S1 and S2 Geography regarding urban land use and farming activities respectively; Math Max in S2 and S3 Mathematics on various everyday life topics where Mathematics knowledge was applied; ‘Coulda Woulda Shoulda’ in S3 and S5 History regarding Paris Peace Conference; and View to Views in S4 English Language regarding doxing. All these involved the analysis of the root cause of a problem, the development of solutions and the procedures of studying the evaluation criteria of each suggestion.
 - Aside from feature curricula, all academic subjects included elements of problem-solving and decision-making across all levels. Students of each level had around 7 to 9 subjects where problem-solving elements were included in coursework. For instance, in Chinese Language, students applied Confucius ethos in everyday scenarios in its “Courtesy in True Light” module in S5. In Economics, S5 students were required to elaborate on how various measures helped equalize income opportunity through classroom activities.
- D. To offer platforms for students to celebrate their learning outcomes that involve problem-solving and decision-making
- Students’ work in various forms such as videos, posters, essays, etc., were collected for entering off-campus competitions.
 - Videos featuring students’ presentation of their work have been developed to be uploaded onto KTL Young Scholar Channel.
- E. To enhance staff development for teachers to implement teaching ideas regarding deeper thinking skills
- Lesson observation and homework inspection took place to see how skills of problem-solving and decision-making were put into practice. Teachers echoed the developmental focus and developed relevant learning and teaching materials. Post-observation sessions were conducted for refining of such materials as well as lesson delivery.
 - Framework of PARV and 8 steps of problem-solving were introduced to all teachers in teacher’s meetings and the school assembly.
 - Materials related to deeper thinking skills were uploaded onto the school’s professional development portal.
- F. To deepen the understanding of different core concepts and skills of self-directed learning in informal and non-formal curriculum.
- A morning assembly of self-management skills was conducted. Tools for self-directed learning, including Pomodoro Technique, memo block, memorization set, differentiated colour pens and My Feeling Journey were introduced so that the concept of self-directed learning was consolidated. Some students borrowed the book of time-management (Pomodoro Technique) for further studies.



- A drama was performed during Christmas celebration. Students underwent simulation experience where they played the roles as discipline teachers who handled the problem of lateness. The concept and importance of “Monitor” and “Activate” of self-directed learners were emphasized during the performance.
 - School Assembly about FAIL experience in learning was conducted for S5 students. Students revisited the past experiences of failure and learned the psychological theories of learning.
 - Students were developed into self-directed learners through Class Management Scheme. Students were awarded green slips or wearing class T-shirts for good behaviour in different aspects including attendance, punctuality and school rules.
 - My Feeling Journey and student handbooks were distributed to students. Self-directed elements, including goal setting, monthly planner, habit tracker and UT/Exam study planner, were included to promote the concept of self-discipline.
 - Teachers training about teaching students’ critical skills in understanding news in the media was conducted in the first term.
 - Teacher’s dissemination on the effective teaching strategies in Mathematics and humanities subjects according to students’ learning styles was conducted during the panel head meeting in the 2nd term.
- G. To motivate students to participate in self-directed activities and promote the atmosphere in school campus in formal and informal curriculum.
- Self-directed Achievement Award Scheme was established in LS, Humanities and Aesthetic subjects. “Self-directed learning tasks” were included in daily marks. Students were motivated to prepare extra notes or artworks, participate in the activities in the Humanities Week, and join activities and competitions beyond the classroom.
 - True Light True Night was organized during the Humanities Week. Participating teams completed different tasks by using their knowledge and problem-solving skills learned in academic subjects. Students showed keen interest in participating in the self-directed learning activities.
 - Effective learning strategies were introduced on S6 picnic day. School social workers emphasized the importance of understanding the personal strengths and weaknesses for individual goal setting.
 - Trivia knowledge was posted in campus, particularly the display board of the Humanities subjects.
 - Teachers provided individual support in Study Clinic (Room 108 and Student Common Area).
 - Inter-class/ Inter-house academic competition was planned, but cancelled due to the cancellation of the Activity Day in the 2nd term.
 - The theme of self-directed learners for song composing was included in S4 and S5 Music lessons.
 - S1 News Literacy Student Learning Program was organized by BUHK. The program provided different cases and activities in order to enhance students’ news literacy.



- Students learned the skills of searching useful resources wisely in LS and ICT lessons. Their information literacy could be enhanced.
- Students participated in inter-school competitions, such as Basic Law Competition.
- Advanced training program was organized for prefects in order to build their team spirits during the post-exam periods.

H. To equip students with necessary and essential skills for a self-directed learner.

- The panel heads of Humanities, Mathematics and Chinese as well as the SEN Coordinator met regularly with an EDB senior curriculum officer. Different skills for self-directed learners and learning strategies were introduced and adopted so as to cater for S2 students' learning styles. Lesson studies were conducted in Geography and Life & Society in the 1st Term. Lesson studies were also conducted in Mathematics in the 2nd Term.
- After-school tutorial class in Room 108 was managed by alumnae trained by LTC.
- Big Sister Scheme where S4 Big Sisters met S1 students once a month so that they could discuss the difficulties faced at school was implemented. Study strategies were introduced by S4 Big Sisters to S1 students and study rooms were provided for S6 students. Trainings were provided for S4 Big Sisters by social workers. A series of training was provided for S5 Academic Prefects by St. James' Settlement (E-helper). After the training, they gained necessary skills for helping junior form students to prepare for the examination.
- Essential elements for a self-directed learner, such as goal setting techniques and positive attitude, were introduced by DGC and a counselling psychologist, Ms. CHEUNG Yin Ling, on S1 Personal Growth Orientation Day.
- Individual plans for S1 SEN students in study, rest and service to build self-discipline were established.
- Tools for self-directed learning were distributed to junior form students and the participants of True Light True Night. (S1: timer and memo block; S2: memo block; S3: memorization set)

Reflection

The essential ideas of problem-solving and decision-making have been incorporated in the curriculum across disciplines. With such a solid foundation, some relevant thinking skills can be the next focus, especially those that students need to express their understanding and application of skills of a pragmatic learner. These include explaining, comparing and persuading, making students articulate learners.



● **Major Concern 2:**

To empower students with good qualities of unity, respect, and forbearance so as to face the challenges in the future

Theme of the year: In your shoes. Be your pal. 易地而處，並肩同行。

- A. To adopt a whole-school approach to provide learning environment and experience for students in promoting positive values and attitudes:
- A “True Light Bearers Course Handbook” was published with guided questions under 8Qs approach: ‘What, Why, How, If Not, Why Can’t, Deviation, Reflect, Apply’. It helped students gain a deeper understanding of the good personality qualities.
 - “Feeling Journey” Handbook was published to help students establish self-directed learning habits. Students’ feedback was positive regarding the use of the handbook.
 - New Personal Growth Handbooks for junior forms and senior forms were published. Articles about “Cape of Fruit”, with a special focus on unity, respect and forbearance, and written guidelines about high order thinking skills were included.
 - “Welcome to True Light” (S1 Induction Programme: S1 Growth Camp, Sister Scheme, Orientation Week etc.) was successfully conducted to help our S1 students to know their classmates as well as to develop their good qualities of unity, respect and forbearance.
 - Morning assemblies, hymns sharing, form assemblies, school assemblies about the theme of the year such as sharing session “Dialogue with Visually Impaired Music Players”, were conducted in the form of videotaping and live streaming. Teachers and students were thoroughly inspired and benefited a lot.
 - Teachers were encouraged to adopt different strategies in their daily teaching to cater for the physical and psychological needs of students. Elements of positive education, like character strength, growth mindset, etc. were incorporated into TLB, RE and the following subjects:
 - ◆ Life & Society: social enterprises (S1)
 - ◆ Geography: appreciating the wonder of nature (S2)
 - ◆ Home Economics: gift packaging (S1), knitting, floriculture (Flower arrangement) (S2), cheongsam (S3)
 - ◆ History: peace and harmony in diversity through the lens of two world wars (S3-6)
 - ◆ Integrated Science (S2)/ Physics (S3): Product Design to help the needy
 - ◆ Visual Arts: illustration, picture Book (S4&5)
 - ◆ Music: song composing (S4&5)
- The approach enabled students to develop a positive attitude and good qualities of unity, respect, and forbearance. Other subjects such as Information and Communication Technology will implement the related teaching plans in the second term.
- On a staff development day, we invited Professor Daniel WONG Fu Keung to share about the application of Cognitive Behavioral Therapy (CBT) in student counselling,



Dr. TAM Ka Keung, Ms. Angela CHOW and Mr. MAN Shi Chun from the Education Bureau's Curriculum Development Institute (Moral, Civic and National Education Section) introduced the implementation strategies of values education in school curriculum and life-wide learning. Meanwhile, Ms. Dolphin Kwok shared the counselling experience and skills, with a view to raising the awareness of mental health and enhancing teachers' professional knowledge and skills to support students in need. The workshops were valuable in providing insight for the implementation of positive values education in a whole-school approach.

- Various committees evaluated and refined their relevant policies and activities in order to nurture our students to respect each other and be empathetic. For example, the theme of the Humanities Week was "War and Peace" while that of the Global Week was "Unity and Respect". In "Courtesy and Manners in True Light" programme of the Chinese Department, a series of activities were organized on Teachers' Day to foster a culture of respect for teachers. EHEC held game booths for students to learn about "healthy life", "healthy body", and "healthy mind" etc.
 - Various experiential learning activities were planned to widen students' horizons and for them to learn and practise the personality traits of a True Light Bearer. All S4 students joined social services to visit the elderly.
 - Growth group activities like experiential activities and social service were held for students who were in need so as to help them appreciate themselves and enhance peer support to raise students' resilience. Example activities include Life Ambassadors for junior form students and S1 evangelization activities.
 - Talks and activities on mental health and how to alleviate pressure were held for S5 students to enrich students' understanding of mental well-being and ways of handling stress.
 - Developmental programs in promoting mental health to enable students to take on challenges with courage were arranged especially for S6 students such as Chicken Soup for DSE Fighters, mentorship programme and picnic. Other graduation activities including True Light Run, high table tea, camp/trip were held. S6 students felt inspired and gained positive energy.
 - "Parent Academy" was set up by PTA and RAC and over 40 parents have joined. Lectures by professional speakers, including theory, practice and experience sharing, enriched participants' parental skills, especially on instilling positive values in families. Also, "Parent Accompany Group" was established by IEC to support SEN students' parents. It was useful to strengthen the cohesion within families and create a mentally-healthy environment for SEN students to grow.
- B. To further enhance and sustain students' sense of commitment to their respective roles so as to enable them to become contributing members to their families, schools and community:
- Team building and leadership training were provided to prefects and ECA leaders to help them develop the virtue of being trustworthy and willing to serve.
 - S4 'Sparkle in Service Learning' Project Service held a Games Day as a student-led activity. Our students not only cultivated empathy for others, but also developed their self-directed learning and practical skills. The service project helped promote an inclusive community for the disabled and the able-bodied and encouraged students to use their gifts to contribute to society. Self-directed Community Services Programme was held successfully and social services were conducted in December.
 - The Christian Fellowship held a "CLP community Power Journey (Sham Shui Po)" in order for students to understand the needs of local residents and develop their



altruistic spirit.

- New ECAs were added such as Boxing, Chinese Drama and percussion.
 - Many activities were held to promote a caring class atmosphere and cultivate strong bonding among students such as Caring Week, True Light Love Café, picnic, Games Day, S1-3 peer tutoring scheme, Big Sister Scheme, Class T-shirt and inter-class/inter-house competitions etc. The events successfully created an inviting and cheerful campus environment, strengthening students' sense of belonging to the school.
 - Many School Anniversary celebration activities were held to provide more opportunities to showcase students' talents: Logo and Souvenir Design Competition, publication of students' English and Chinese essays, Life Planning Sharing Day, Porcelain Painting Workshop, Athletic Meet. These activities as well as the souvenirs and a webpage cultivated strong bonding among different stakeholders of True Light.
- C. To further foster the values of civic and national education and inspire students to become better citizens with national identity:
- Life and Society, Liberal Studies, Chinese History and History refined the curriculum with the focus on the development of Hong Kong and China. These helped consolidate students' national identity.
 - “KTL Girls' Handbook of Courtesy” (真光禮儀手冊) and teaching packages of courtesy and morals were published in late January.
 - Students' sense of Chinese and global citizenship was fostered by appreciating Chinese culture and respecting other cultures through booths, board displays and activities held in the Global Week such as S5 form assembly about Okinawa's unique cultural identity, Tour Souvenirs Exhibition, Games Booth and Basic Law Competition. These helped the students get a deeper understanding of their own roles as a citizen.

Reflection

- A. Regarding this major concern, several items were not completed due to the practice of half-day face-to-face class arrangements. However, both teacher and student surveys showed that the effectiveness of those completed items was satisfactory.
- B. In the second term, the school attempted to provide students with various types of activities to enrich their growth experience and build up a positive attitude despite the limitation of time and venue, especially because of the school anniversary celebration activities and a series of values education initiatives. School-based values education is to be the focal point of the next academic year.



● **Major Concern 3:**

To cultivate deep learning in STEM in order to equip them with the 21st century competence

Achievements

- A. To cultivate deep learning in the formal curriculum of Junior Form Science
- The development of experimental skills in the JS Science curriculum was reviewed and stronger emphasis on reviewing the effectiveness of experimental design was given in order to strengthen student's ability to analyze experiments critically. More high-order questions were developed in the learning portfolios and formal assessments in S1 and S2 Science to cater for the need of higher achievers.
 - Learning packages with the aim to enhance deeper interpretation of scientific knowledge within and beyond the textbook were constructed. Related themes included the separation mechanism behind NEWater in Singapore, the use of photocatalysis in virus disinfection, the life of astronauts in the international space station, etc.
 - 15 students from S3 were selected to join the training program "A Genre-based approach to enhancing secondary students' English writing ability in science subjects" collaborated with City University of Hong Kong. It enhanced students' writing skills in Science through interactive activities.
 - A food science project was arranged for S2 students with the collaboration with the Home Economics Department. Students were to analyze the nutrients in the selected food items in Science lessons and put what they learnt in practice by making healthy dishes in Home Economics lessons.
- B. To strengthen students' innovation and real-world connection to information and communication technology (ICT)
- The IT Innovation Lab was constructed to support various IT-related activities.
 - Competence in the application of digital technology was enhanced through various kinds of formal and informal curriculum in STEM education:
 - ◆ AI chatbot developed with Google Dialogue Flow in S2 CL lesson was integrated in the humanoid robot Pepper for more advanced programming, and hence nuanced gestures and responses demonstrated.
 - ◆ Intelligent Light Wall and a series of smart devices were built in the IT lab. In S1 CL lessons, students learnt by combining their artistic sense and programming skills in the graphic design performed on the Light Wall. Also, students experienced advanced programming through text-based programming language Python, in controlling devices under an IoT platform.
 - ◆ Students interested in ICT were convened and intensive training were organized to prepare them to compete in the RobdoMaster Robotics Competition, which challenged students' leadership, programming skills, battle tactics and robotics maneuvering skills.
 - ◆ Advanced programming skills were nurtured by training the STEM Task Force to control the complex movements in the performance of drone swarm.
 - Various experiential activities were organized to engage our students in the



application of innovative technology in Science and ICT, e.g. printing 3D nametags by 3D printers, constructing solar power lamps, experiencing robot battles in Robomaster, etc.

- Science and ICT teachers participated in training workshops to learn how to operate the Intelligent Light Wall, IoT system, 3D printer and Robot Pepper etc., so as to prepare for the new curriculum. Teaching assistants were deployed to support various IT-related activities e.g. Robomaster competition.

C. To enhance the deep understanding and application of academic concepts in STEM-related subjects

- Learning packages addressing students' learning difficulties were developed to scaffold students' thinking in abstract concepts. Related HKDSE questions were included as well. Examples include:
 - ◆ Physics: Common mistakes in tackling questions that involve Newton's 2nd law.
 - ◆ Chemistry: Calculation in volumetric analysis.
 - ◆ Biology: Change in chromatid, chromosome and ploidy in mitosis and meiosis
 - ◆ ICT: Fetch-decode-execute cycle
- More follow-up sessions were organized to help the less-able students by individualized teaching. Teachers conducted supplementary class for lower achievers in assessments so as to address their learning difficulties in personalized teaching.
- Study plan was constructed to guide S6 students for more systematic revision during the study break before the HKDSE exam.
- The diagnostic feedback system of the online question bank was enhanced to provide more in-depth feedback to students' answers. Comprehensive analysis of a student's performance in various topics and thinking skills involved was also conducted.
- S4 and S5 Biology students participated in a medical workshop hosted by the Chinese University of Hong Kong. Our students learnt about clinical work, including the application of high-fidelity Human Patient Simulator (HPS), cardiac defibrillation, etc.
- A series of training was organized to expose our STEM elites to more learning opportunities by joining various competitions of the related disciplines.

D. To nurture the ICOP attitudes: Inquisitive, Creative, Open-minded and Persevering through the formal, informal and hidden curriculum

- Feature module Science Encyclopedia was conducted for Junior Form students to extend their knowledge in Science. In each session, Students gave a one-minute presentation to the class on one interesting science topic. (I)
- Interesting science experiments under feature module Amazing Science were arranged. Guiding worksheets were used to help students decipher scientific theories behind the observations. (C,O)
- Alumnae with outstanding academic result were invited to share with our students about their learning strategies and details about the related professions in the mentorship program. (P)



- E. To enhance teachers' competence facing the challenges in the curriculum reform
- More materials were provided for teachers as reference for the implementation of various curriculum reform
 - Professional learning sessions were arranged to discuss the thinking paradigm and implementation of the revised learning and teaching materials. In order to ensure the consistency of L&T, uniform materials were constructed.
 - The exchange trip to Israel for professional development was postponed owing to the pandemic. Instead, the four True Light secondary schools in Hong Kong, together with The Houston Association for Space and Science Education (HASSE), jointly organized a virtual space experiential program for the STEM elites.

Reflection

- A. More frontline IT professionals can be invited to share with our students about the potential application of the knowledge learnt in computer lessons. This can be conducted in school assemblies and workplace visits.
- B. Students' ability to explain scientific concepts can be further enhanced.

5.2 Feedback on Future Planning

- In order to further enhance students' higher-order thinking skills, it will be one of our major development foci to equip students to become articulate learners in the next school year. On one hand, it consolidates students' subject knowledge by articulating their thoughts into words; on the other hand, it strengthens their language proficiency, fostering them to become competent in both Chinese and English. Another development focus will be to develop students as reflective learners, guiding students to learn to monitor, adjust, reflect, and evaluate their own learning, so as to continuously strive for self-improvement and excellence.
- Another major concern this year was to promote STEM education in order to equip students with the 21st century competence. In 2022-2023, we will further broaden students' horizons in other aspect. Through curriculum planning, experiential learning, extended activities, etc., we aim to deepen their understanding of different core concepts and skills, and cultivate them to be knowledgeable global citizens.
- We are committed to cultivating students with both talent and virtue. This year, our theme of the year was "In your shoes. Be your pal". We aimed to nurture students' empathy and positive values. In addition to learning to care for others, students learnt to love and improve themselves. Difficulties and adversities are inevitable in life. "Where Acceptance Flows, Gratitude Can Grow" will be the theme of the year in the coming academic year, so that students can learn the philosophy of facing adversity and apply this life wisdom in the future.

