

# Kowloon True Light School

## School Report 2021-2022





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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."

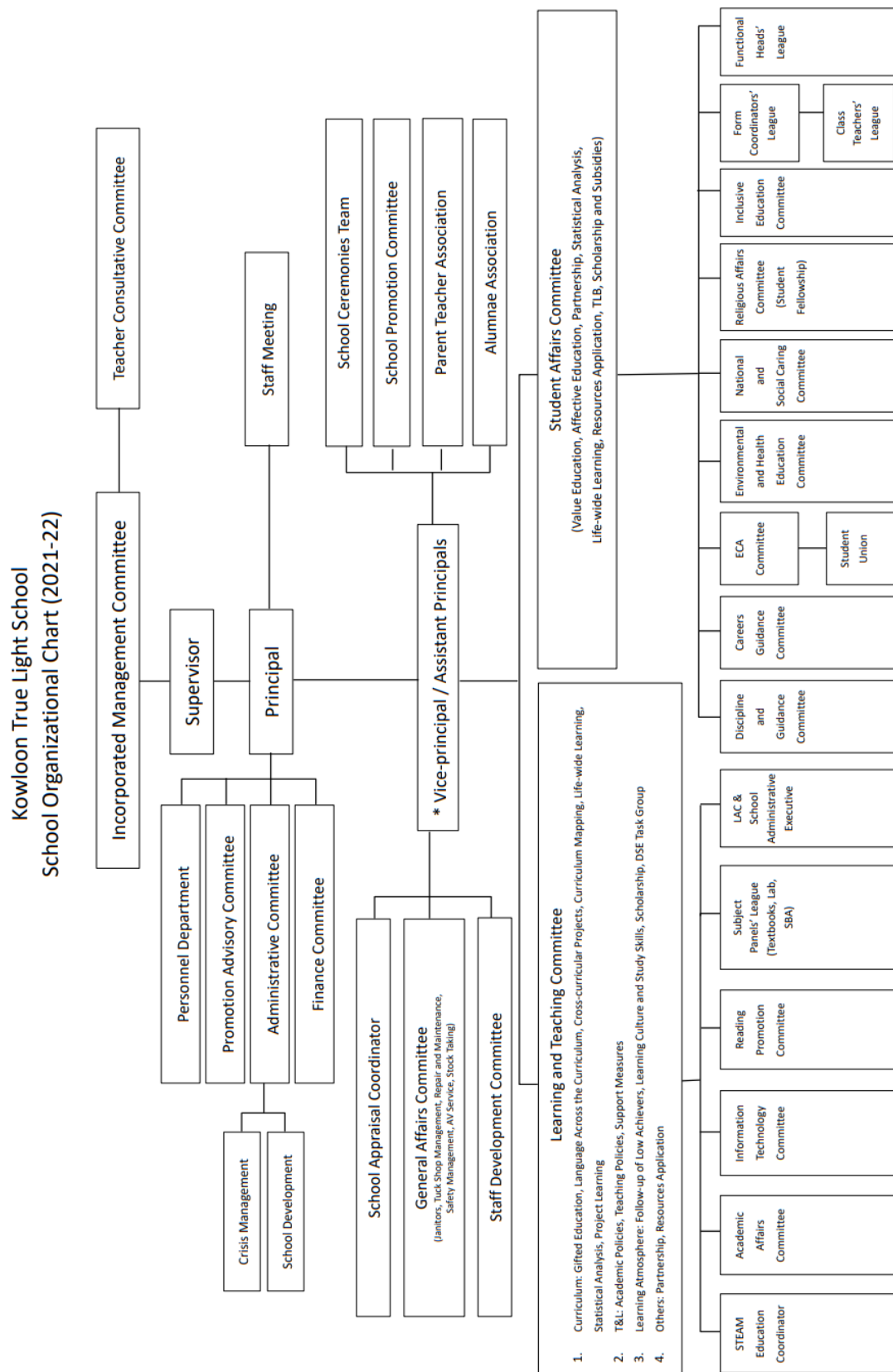
### 1.2 Incorporated Management Committee

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



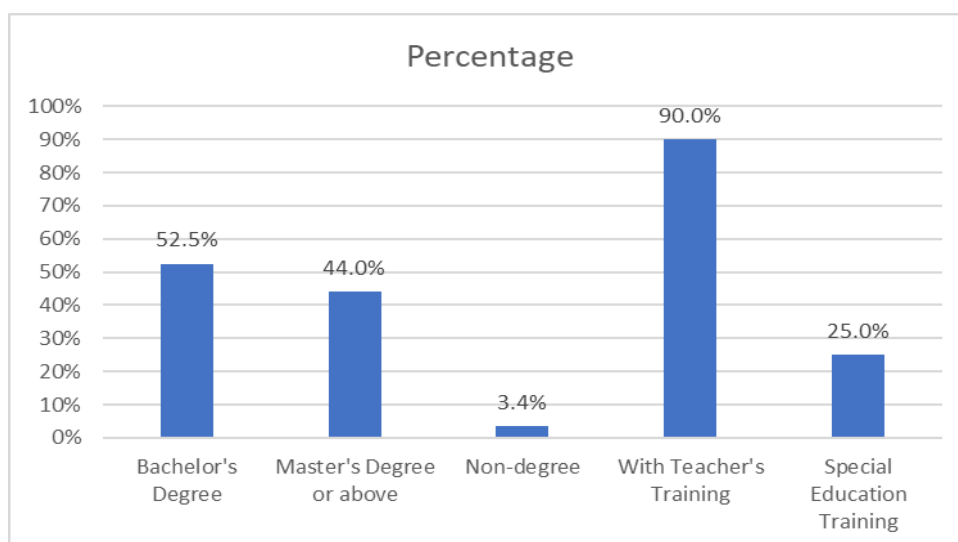
## 1.4 Staff Profile

- 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   |

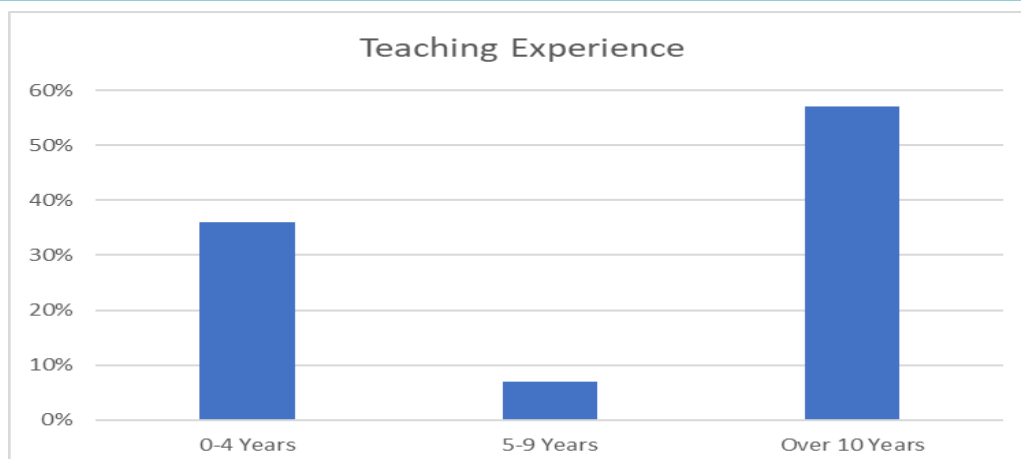
- Teachers' qualifications

| 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%                        |



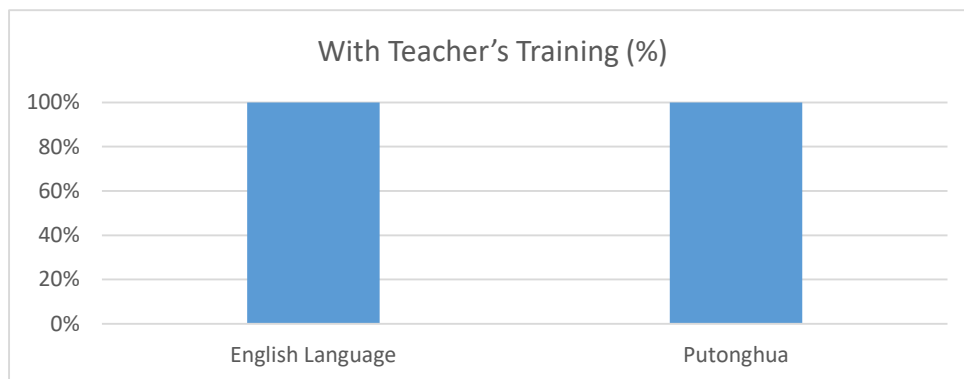
- Teachers' experience

| 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 | <b>Staff retreat</b><br>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.                  |
|               | <b>Individual Meeting with the Principal</b><br>Opinions collected were to be used for future planning or refinement of school policies.  | Principal, VP, APs and Panels concerned were |
|               | <b>Principal's meeting with senior and middle managers</b>  |  |



|                              |  |   |
|------------------------------|--|---|
|                              | Gatherings were organized regularly and topics related to school administration were discussed. Senior and middle managers gained more experience in decision-making processes.  | involved.   |
| <b>Staff Personal Growth</b> | <p><b>New Staff Induction Programme and Mentorship Scheme</b><br/>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.<br/>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.<br>*Gatherings were arranged regularly over the year. |
| <b>Learning and Teaching</b> | <p><b>Seminar / Workshop</b><br/>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><b>Professional Learning Community (PLC)</b><br/>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><b>Financial Literacy</b><br/>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><b>Lesson Observation and Post Observation Conference for teachers</b><br/>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><b>Assignment Inspection and Written/ Oral Feedback</b><br/>Teachers were appraised in terms of teaching, marking and learning material design qualities.</p>   | Related to Major Concern 1  |
| <b>Student Support</b>       | <p><b>Seminar / Workshop</b><br/>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  |



|  |  |                            |
|--|--|----------------------------|
| <b>Professional Exchanges with Various Parties</b> | 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.<br>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 |
| <b>Leadership and Management</b>                   | <b>Chinese Language</b><br>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 |
|  | <b>English Language</b><br>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 |
|  | <b>Mathematics</b><br>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 |
|  | <b>Liberal Studies</b>   | 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>   | Major Concern 1            |
|  | <p><b>Others</b></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> | Related to Major Concern 1 |



## 2 OUR LEARNING AND TEACHING

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

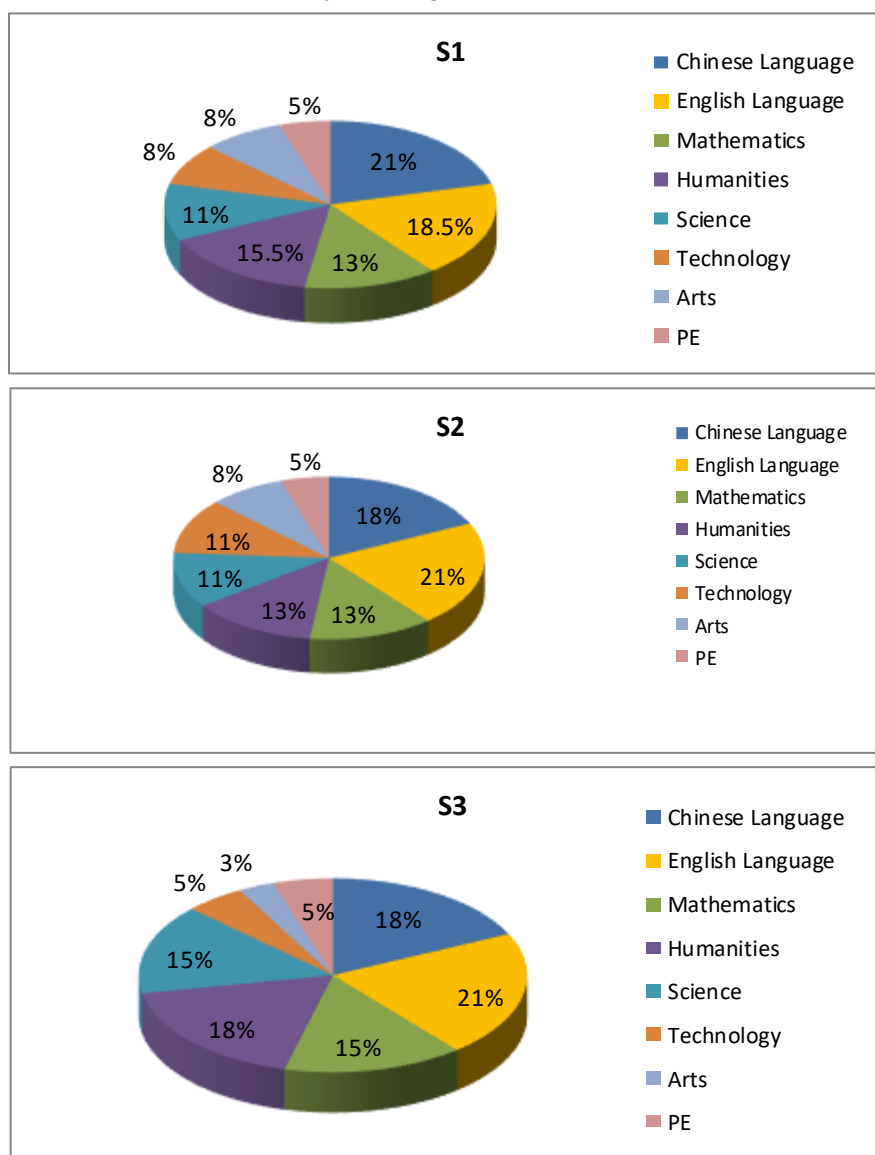
| Number of school days in 2021-2022  |          |
|---|----------|
| Number of days with normal lessons  | 193 days |
| Number of days with learning activities for the whole school or junior forms. | 6 days   |
| Number of days for uniform tests & examinations                               | 26 days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

### 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> |
|--|-----------|-----------|-----------|-----------|-----------|-----------|
| <b>Chinese Language Education</b>                  |           |           |           |           |           |           |
| ● Chinese Language                                 | ▲         | ▲         | ▲         | ▲         | ▲         | ▲         |
| ● Chinese Literature                               |           |           |           | △         | △         | △         |
| ● Putonghua  | ▲         | ▲         | ▲         |           |           |           |
| <b>English Language Education</b>                  |           |           |           |           |           |           |
| ● English Language                                 | ▲         | ▲         | ▲         | ▲         | ▲         | ▲         |
| <b>Mathematics Education</b>                       |           |           |           |           |           |           |
| ● Mathematics                                      | ▲         | ▲         | ▲         | ▲         | ▲         | ▲         |
| ● Mathematics M1                                   |           |           |           | △         | △         | △         |
| <b>Personal, Social &amp; Humanities Education</b> |           |           |           |           |           |           |
| ● 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                    |           |           |           | △         |           |           |
| <b>Science Education</b>                           |           |           |           |           |           |           |
| ● Integrated Science                               | ▲         | ▲         |           |           |           |           |
| ● Physics  |           |           | ▲         | △         | △         | △         |
| ● Chemistry  |           |           | ▲         | △         | △         | △         |
| ● Biology  |           |           | ▲         | △         | △         | △         |
| <b>Technology Education</b>                        |           |           |           |           |           |           |
| ● Computer Literacy                                | ▲         | ▲         | ▲         |           |           |           |
| ● Information Computer & Technology                |           |           |           | △         | △         | △         |
| ● Home Economics                                   | ▲         | ▲         | ▲         |           |           |           |
| ● Physical Education                               | ▲         | ▲         | ▲         | ▲         | ▲         | ▲         |
| <b>Arts Education</b>                              |           |           |           |           |           |           |
| ● Music  | ▲         | ▲         | ▲         | ▲         | ▲         | ▲         |
| ● Visual Arts                                      | ▲         | ▲         | ▲         | △         | △         | △         |

▲ compulsory subjects      △electives

## 2.5 Medium of Instruction and Policy

### MOI Policy

- With the implementation of the fine-tuning of the 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   | Students learn Integrated Science, Geography, Mathematics, History, Computer and Home Economics in English |   |   |
|          | 20-50% of the materials of other subjects are in English as well.  | 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 150<sup>th</sup> anniversary of True Light, the Joint True Light 150<sup>th</sup> 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 Programme 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 Programme 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” Programme, 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 Programme 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 Programme 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 Tangyuan" 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

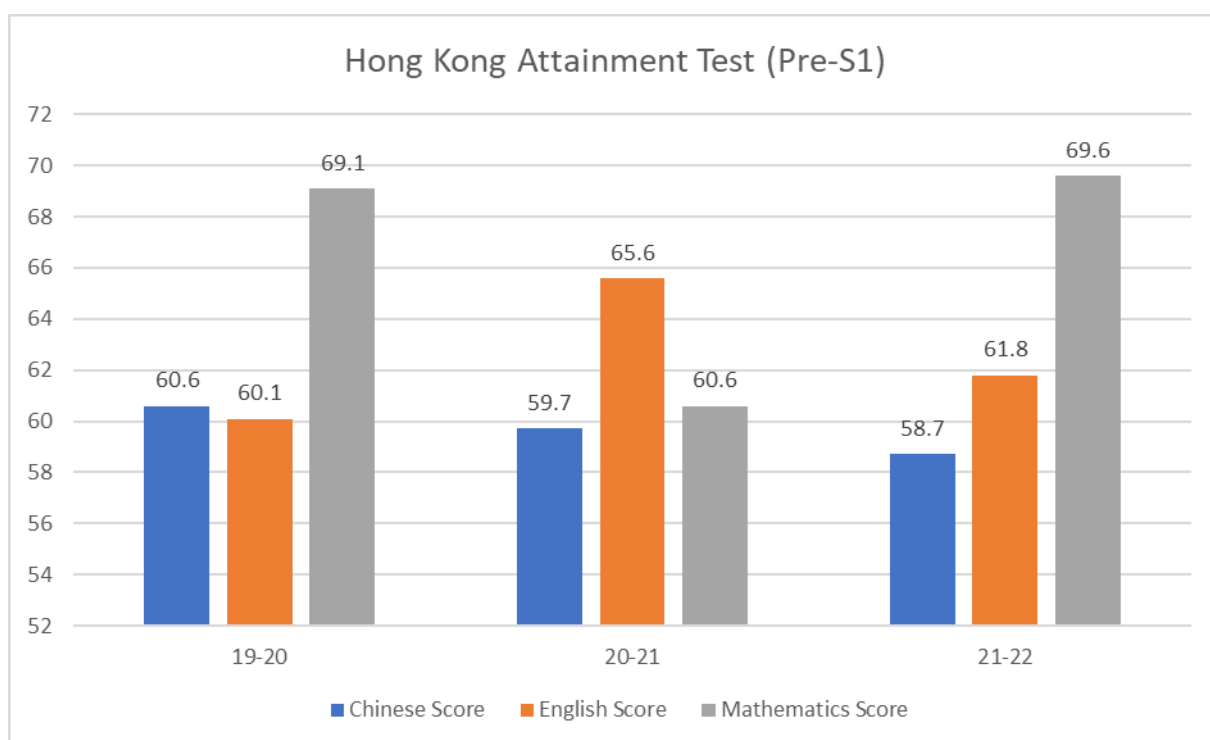
### 4.1 Students' Attendance (whole school year)

| 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              |



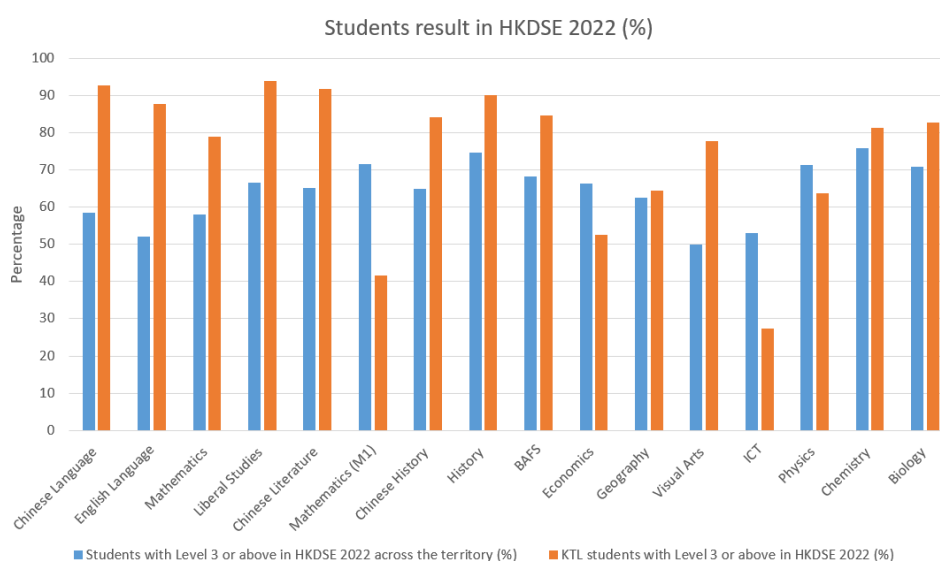


### 4.3 Results in HKDSE

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.

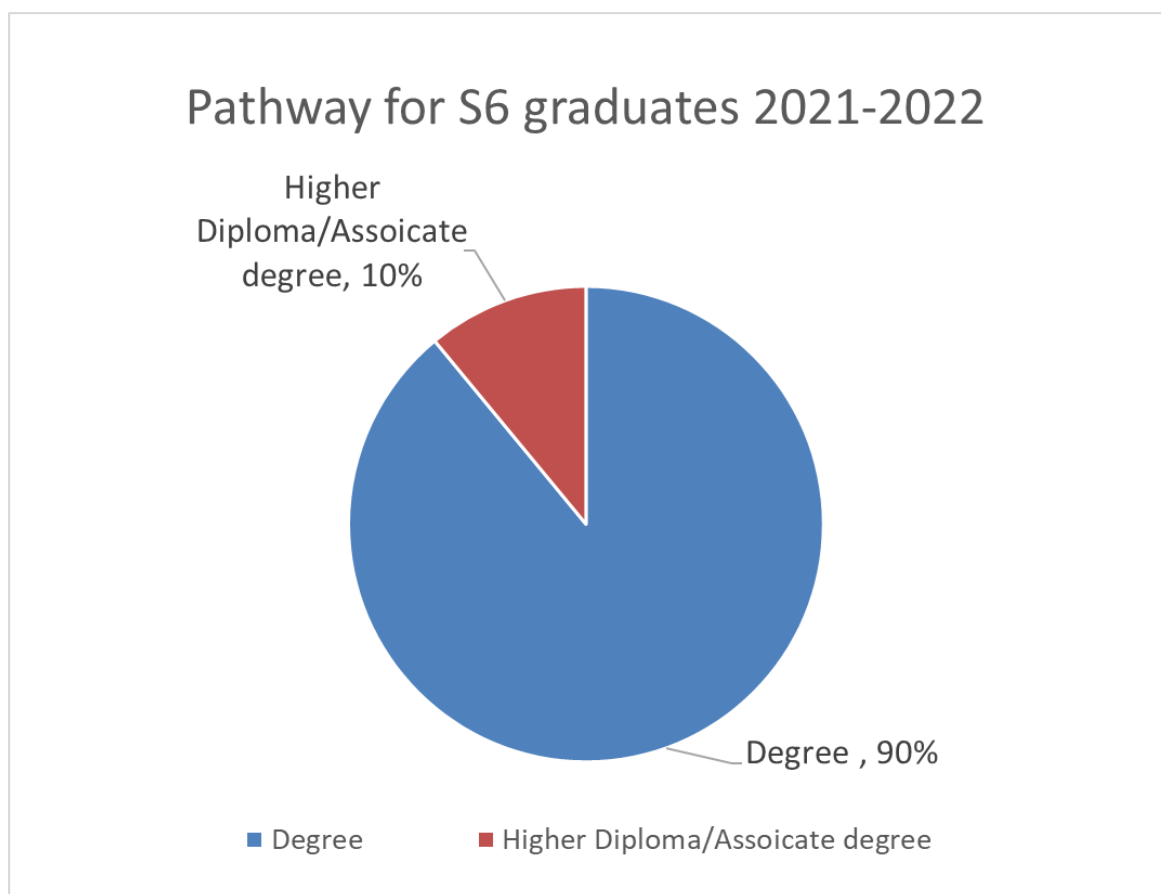
Around 90% of our S6 graduates have been admitted to bachelor's degree courses with the percentage of students offered a place at the top three universities in Hong Kong reaching a record high. Over 30% of our students received an offer in an array of disciplines in the top 50 universities in the world. 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***

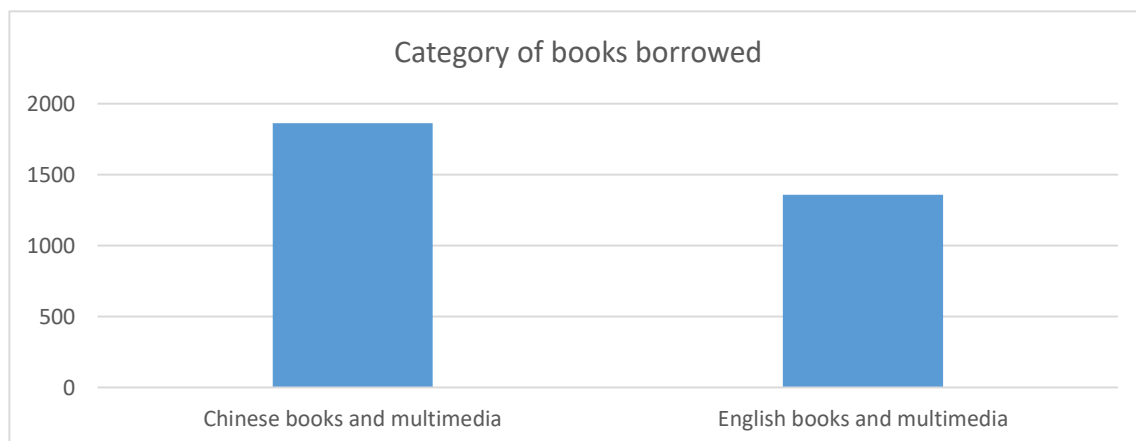
About 90% of students received degree offers while 81 % of students received a JUPAS offer in the year 2021. Among the successful JUPAS applicants, 100% received a degree offer.



#### 4.5 Students' Reading Habit

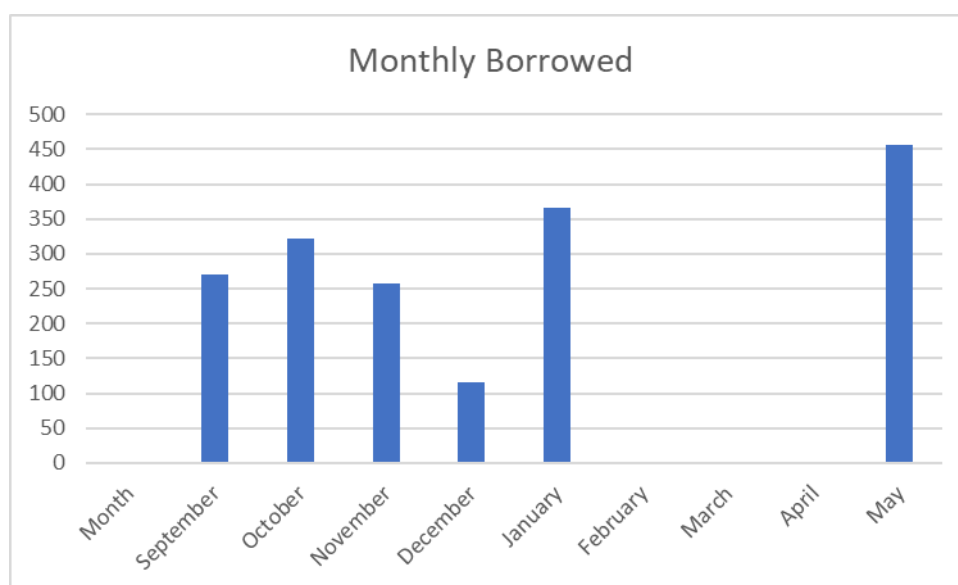
- Number of books borrowed (Year)

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



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|  | S1 HO YIN CHUN<br>S1 HUANG HOI CHING<br>S1 HUNG SIN YIN<br>S1 LEE TSZ LOK<br>S1 LOU YUEN CHING<br>S1 MA HANG YEE<br>S1 XU PUI YAN<br>S1 YIP YAN YAU<br>S1 CHANG TSZ KWAN<br>S1 CHEUNG NGAR YIN<br>AVELINE<br>S1 CHU SIN YAN<br>S1 CHUI LYNELLE<br>S1 CHUNG HANNAH HOIYU<br>S1 HUNG SZE WAN<br>S1 LAI LOK WAN<br>S1 LAM TSZ MIU<br>S1 LAU YUI MAN<br>S1 LEUNG HOI KIU<br>S1 NG MAN HEI<br>S1 WONG HEI KIU GABRIELLA<br>S1 WONG KA KI<br>S1 AU KYLIE<br>S1 CHAN AGNES<br>S1 CHAN HOI LAAM<br>S1 CHAN LOK SUM<br>S1 CHU SHUYI ABBEY<br>S1 FUNG ARIANNA<br>S1 LAU PUI LAM<br>S1 LEE HUI CHING<br>S1 LEONG CHING YU<br>S1 LIM TSZ CHING<br>S1 WONG HANG CHI GIGI<br>S1 YEUNG CHARMAINE<br>S2 HO TSZ TUNG<br>S2 TSE SZE KEI<br>S2 TSUI YEE TING<br>S2 YU PUI LAM<br>S2 ZHOU SILI<br>S2 LAU KERRY CHEUK WAI<br>S3 YU HONG WA<br>S3 CHUNG KWAI WAH<br>S3 HUANG KIT YU<br>S3 LAI MAN KI VICKY<br>S3 SO KA YUK<br>S3 CHIM PUI YU<br>S3 LEUNG HOI CHING<br>S3 WONG HOI LAM<br>S3 XIONG YUET CHING<br>S3 YEUNG FUH LEI<br>S3 CHO TSZ LEUNG CHERRY<br>S3 LEE TIN YU<br>S3 NG PAN WING ALISON<br>S3 TANG WAN CHI<br>S3 TSE TSZ CHING<br>S3 WONG TSZ LOK<br>S4 KWAN WAI YAN<br>S5 SHUM WING YAN |  |
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|  | S5 PANG YEE TING<br>S5 ZHEN YUYING  |                   |
|  | S1 CHAN TSZ CHING<br>S1 FONG KIT YU<br>S1 LIN LEER<br>S1 LONG ZIYANG FENNI<br>S1 TSANG SZE YIN SANDY<br>S1 WONG WING KEI<br>S1 XIAO ALICE<br>S1 CHAN HIU YU TRIXIA<br>S1 CHOI REINA<br>S1 CHU CHING LAM<br>S1 HUANG VIVIEN<br>S1 LI YUEN SHAN<br>S1 LO LAM<br>S1 WONG MAN YIU MAYA<br>S1 YAU YIN YAT<br>S1 ZENG WAT WING<br>S1 CHEUNG HEI LAM<br>S1 CHIU FEI YEUNG<br>S1 CHOW TSZ HEI<br>S1 HO BELLA<br>S1 LEUNG CHIN YIU<br>S1 LIU CHEUK NAM<br>S1 LO TSZ CHING<br>S1 MA HOI YIU<br>S1 NG CHIU YEE<br>S1 NG YUET<br>S1 YUEN WING YIN<br>S1 CHONG MAN YING<br>S1 FAN TSOI CHING<br>S1 KWOK SZE WAI GRACE<br>S1 LAM CHOR HEI<br>S1 LEUNG HANG PING<br>ADELAIDE<br>S1 LEUNG WAI YAN<br>S1 MA CHEUK YU<br>S1 NG CHING YIN<br>S1 TANG HIU YAN<br>S1 TANG OI LAM<br>S1 YIP HAILEY<br>S2 CHAU YEE SHAN<br>S2 CHEUNG CHING MAN<br>S2 TSANG TSZ MAK<br>S2 NG YUI YAN<br>S2 TANG TSZ TUNG<br>S2 WAN SIN TUNG CECI<br>S2 WONG SZE WING<br>S2 AHMAD ALIMA<br>S2 HUI WING SZE<br>S2 KONG HEI TUNG<br>S2 LO NGO YIN VINCCI<br>S3 TANG HIU YING<br>S3 WONG SHUN UE<br>S3 BIBI RASTI SAJID<br>S3 CHAN KA KA<br>S3 CHAN WING YIU<br>S3 CHEUNG WING SHAN | Outstanding Award |



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



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



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



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





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



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



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





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





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



| <b>Others</b>   |                   |         |
|---|-------------------|---------|
| <b>Ng Teng Fong Scholarship</b>   | S5 LEE CHEUK WING | Awardee |
| <b>The 13th Kowloon Region Outstanding Student Award 2021</b>   | S6 TANG CHEUK LAM | Awardee |
| <b>Hong Kong Outstanding Students Awards in Kowloon City Outstanding Senior Secondary Student Award</b> | S5 YEUNG LOK YEE  | Awardee |
| <b>Hong Kong Outstanding Students Awards in Kowloon City Outstanding Junior Secondary Student Award</b> | S3 LAM CHO MAN    | Awardee |
| <b>The 2nd Hong Kong Student Service Leaders Award</b>  | 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 the Learning & Teaching Committee (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 the Learning PARVway focusing on problem-solving and decision-making skills was developed, including thinking skill frameworks, descriptions of key elements, and cases of application in the Student Growth Handbook. Students were required to complete one reflection on their learning each month.
  - Informative videos and cases of PARV application, as well as stories about successful scholars or entrepreneurs who were key figures in problem-solving, were uploaded to the Campus TV online channel, providing engaging and practical examples for students to grasp the concepts.
  - 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. These reading materials posted in classrooms further enriched students' knowledge and inspired them to apply problem-solving and decision-making skills.
  - The introduction of thinking skills on various platforms was highly effective in enhancing students' understanding of their usage. Overall, these efforts contributed significantly to fostering a deeper understanding of thinking skills among the students.
- B. To develop informal curriculum and a school environment for students to be exposed to the ideas of deeper thinking
- Project-based Learning (PBL) elements were developed for students to engage in problem-based learning tasks with teachers as facilitators through Content and Language Integrated Learning (CLIL). Students were tasked with studying simulated everyday life problems under the guidance of their teachers.
  - Elements of problem-solving and decision-making were incorporated into the S6 Excursion through interactive activities.



- Gifted programmes were conducted, which included the "Global Inclusive Lab" where students developed podcast programmes, "Walk with Veteran" where students developed literature works, and an experiential programme on Chinese medicine.
  - The school organized competitions such as "Problem-Solvers" and the PARV Poster Design Competition.
  - These initiatives successfully raised students' awareness and understanding of deeper thinking skills, particularly problem-solving. Through real-life problem-based learning tasks and interactive activities, students applied their knowledge and skills, developing their abilities to analyze, strategize, and make informed decisions. These experiences fostered a deeper understanding of the PARV framework and motivated students to engage in critical thinking.
- C. To develop formal curriculum in various subjects for students to apply the skills of problem-solving and decision-making
- Expectations for the development of deeper thinking skills were stipulated in most subjects in curriculum guides, teaching materials, schemes of work, and assessment blueprints.
  - The official lesson plan for staff appraisal was modified to encourage teachers to develop scaffolding questions and expected responses before each lesson. This modification heightened teachers' awareness of the importance of questioning in lesson delivery.
  - An array of feature curricula was developed, including GeoChoice in S1 and S2 Geography focusing on urban land use and farming activities, Math Max in S2 and S3 Mathematics covering various everyday life topics where Mathematics knowledge was applied, 'Coulda Woulda Shoulda' in S3 and S5 History exploring the Paris Peace Conference, and View to Views in S4 English Language addressing the issue of doxing. These curricula involved analyzing the root cause of problems, developing solutions, and studying evaluation criteria for each suggestion.
  - In addition to the feature curricula, problem-solving and decision-making elements were incorporated into all academic subjects at all levels. Students across different levels had approximately 7 to 9 subjects that included problem-solving elements in their coursework. For example, in Chinese Language, students applied Confucius' ethos to everyday scenarios in the "Courtesy in True Light" module in S5. In Economics, S5 students were required to explain how various measures helped equalize income opportunities through classroom activities.
  - The implementation of various measures to promote deeper thinking skills has yielded positive results, as evident from lesson observations. It was observed that the majority of lesson plans incorporated problem-solving skills, and students actively engaged in attempting questions that required higher-order thinking skills. The introduction of the 8-step thinking framework provided by teachers proved to be instrumental in enabling students to tackle complex problems.
- 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 posters, essays, etc., was collected for entry into off-campus competitions. Students expressed a sense of value and appreciation from the school, which in turn fueled their intrinsic motivation to continue engaging

in self-directed learning.

E. To enhance staff development for teachers to implement teaching ideas regarding deeper thinking skills

- Lesson observation and homework inspection took place to assess how problem-solving and decision-making skills were being applied. Teachers acknowledged the developmental focus and created relevant learning and teaching materials. Post-observation sessions were conducted to refine these materials and improve lesson delivery.
- The PARV framework and the 8 steps of problem-solving were introduced to all teachers during teacher's meetings and the school assembly. The geography panel head demonstrated the implementation of these strategies in his lessons during a panel head meeting, prompting discussions among other panel heads.
- Materials pertaining to deeper thinking skills were uploaded to the school's professional development portal for convenient use by teachers.

F. To deepen the understanding of different core concepts and skills of self-directed learning in informal and non-formal curriculum.

- A morning assembly on self-management skills was conducted. Tools for self-directed learning, such as the Pomodoro Technique, memo block, memorization set, differentiated color pens, and My Feeling Journey, were introduced to reinforce the concept of self-directed learning. Many students showed interest in the time-management book (Pomodoro Technique) and borrowed it from the library for further reference.
- During the Christmas celebration, a drama was performed. Students participated in a simulation experience where they assumed the roles of discipline teachers dealing with lateness issues. The importance of "Monitor" and "Activate" for self-directed learners was emphasized during the performance. Teachers observed that students were engaged and gained a better understanding of the concepts.
- A school assembly FAIL experience in learning was held for S5 students. Students reflected on past failure experiences and learned about psychological theories of learning.
- Students were encouraged to become self-directed learners through the Class Management Scheme. Green slips or a designated day for wearing class T-shirts were awarded to students for displaying good behavior in areas such as attendance, punctuality, and adherence to school rules. This scheme proved effective as the number of demerits issued for rule violations decreased by 80.
- My Feeling Journey and student handbooks were distributed to students. These resources included self-directed elements like goal setting, monthly planners, habit trackers, and UT/Exam study planners to promote the concept of self-discipline. Based on student feedback during the Form-based View Sharing, they found these resources useful for planning their learning schedules.
- Teacher training on teaching students' critical skills for understanding news in the media was conducted during the first term.
- Teacher dissemination of effective teaching strategies in Mathematics and humanities subjects, tailored to students' learning styles, was conducted during the panel head meeting in the second term. This provided opportunities for professional exchanges





among teachers.

G. To motivate students to participate in self-directed activities and promote the atmosphere in school campus in formal and informal curriculum.

- The Self-directed Achievement Award Scheme was established in LS, Humanities, and Aesthetic subjects. "Self-directed learning tasks" were included in daily assessments. Students were motivated to prepare additional notes or artworks, participate in activities during Humanities Week, and engage in activities and competitions beyond the classroom, demonstrating their motivation to participate in these activities.
- True Light True Night was organized during Humanities Week. Participating teams completed various tasks using their knowledge and problem-solving skills acquired in academic subjects. Students showed keen interest in participating in these self-directed learning activities.
- Effective learning strategies were introduced during the S6 picnic day. School social workers emphasized the importance of understanding personal strengths and weaknesses for individual goal setting.
- Trivia knowledge was displayed on campus, particularly on the humanities subjects' display board. This increased students' interest in humanities subjects and influenced their decisions to choose them as electives.
- Teachers offered individual support in the Study Clinic (Room 108 and Student Common Area), providing students with the opportunity to seek assistance from teachers after school regarding their studies.
- Inter-class/Inter-house academic competitions were planned but canceled due to the cancellation of the Activity Day in the second term.
- The theme of self-directed learners was incorporated into S4 and S5 Music lessons, inspiring attitudes of self-motivation, self-awareness, and self-consciousness through song composing.
- BUHK organized the S1 News Literacy Student Learning Programme, which consisted of various cases and activities aimed at enhancing students' news literacy for self-directed learning.
- LS and ICT lessons taught students how to search for and utilize useful resources effectively, thereby enhancing their information literacy skills.
- Students actively participated in inter-school competitions such as the Basic Law Competition, which heightened their awareness of national security.
- A specialized training programme was arranged for prefects during the post-exam period to foster team spirit and develop their cooperation and problem-solving skills.

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, held regular meetings with a senior curriculum officer from the EDB. They introduced and adopted different skills and learning strategies for self-directed learners to cater to the learning styles of S2 students. Lesson studies were conducted in Geography and Life & Society during the first term, and in Mathematics during the



second term.

- After-school tutorial classes in Room 108 were managed by alumnae trained by LTC. Based on interviews conducted by the social worker, many students found the classes useful for catching up with their learning schedule.
- The Big Sister Scheme was implemented, where S4 Big Sisters met with S1 students once a month to discuss any difficulties they faced at school. S4 Big Sisters introduced study strategies to S1 students, and study rooms were provided for S6 students. Social workers provided training for S4 Big Sisters, and St. James' Settlement (E-helper) provided a series of training for S5 Academic Prefects. After the training, they gained the necessary skills to assist junior students in preparing for examinations. Based on feedback from the Form-based View Sharing, S1 students commented that S4 students had been helpful in their learning.
- Essential elements for self-directed learning, such as goal-setting techniques and a positive attitude, were introduced by DGC and counseling psychologist Ms. Cheung Yin Ling during S1 Personal Growth Orientation Day.
- Individual plans were established for S1 SEN students to promote self-discipline in their study, rest, and service.
- Tools for self-directed learning were distributed to junior students and participants of True Light True Night. S1 students received timers and memo blocks, S2 students received memo blocks, and S3 students received memorization sets. Based on student feedback during Counselling Day, these tools helped improve their memory, time management, and concentration during revision, resulting in increased learning effectiveness.

## **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 whole-school approach was adopted to promote values education, with the efforts of different stakeholders, including teachers, parents, and alumni, across different subjects and committees.
  - A "True Light Bearers Course Handbook" was published, containing guided questions under the 8Qs approach: "What, Why, How, If Not, Why Can't, Deviation, Reflect, Apply". It helped students gain a deeper understanding of good personality qualities.
  - The "Feeling Journey" Handbook was published to help students establish self-directed learning habits. Based on feedback from the Form-based View Sharing, students were positive regarding the use of the handbook.
  - New Personal Growth Handbooks were published for both junior and senior forms. These included articles on "Cape of Fruit" focusing on unity, respect, and forbearance, as well as guidelines on high-order thinking skills.
  - The "Welcome to True Light" programme (S1 Induction Programme: S1 Growth Camp, Sister Scheme, Orientation Week, etc.) was successfully conducted to help S1 students get to know their classmates and develop qualities of unity, respect, and forbearance. Both students and parents found the bridging programme useful in adapting to the new learning environment.
  - Morning assemblies, hymn sharing, form assemblies, and school assemblies on the theme of the year, such as the sharing session "Dialogue with Visually Impaired Music Players", were conducted through videotaping and live streaming. Teachers and students found these activities inspiring and beneficial.
  - Teachers were encouraged to employ different strategies in their teaching to address the physical and psychological needs of students. Values education was integrated into the curriculum of various subjects across different levels. Elements of positive education, such as character strengths and growth mindset, were incorporated into TLB, RE, and the following subjects:
    - ◆ Life & Society: social enterprises and information literacy & copyright (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)

This 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 related teaching plans in the next school year.



- On a staff development day, Professor Daniel Wong Fu Keung shared insights on the application of Cognitive Behavioral Therapy (CBT) in student counseling. 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 the school curriculum and life-wide learning. Ms. Dolphin Kwok shared counseling experience and skills to raise awareness of mental health and enhance teachers' professional knowledge and skills in supporting 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 policies and activities to foster respect and empathy among students. For instance, the Humanities Week focused on the theme of "War and Peace", while the Global Week emphasized "Unity and Respect". The Chinese Department organized activities on Teachers' Day to cultivate a culture of respect for teachers as part of the "Courtesy and Manners in True Light" programme. The EHEC held game booths to educate students about "healthy life" "healthy body", and "healthy mind", among other topics.
  - Experiential learning activities were planned to expand students' horizons and allow them to practice the traits of a True Light Bearer. All S4 students participated in social services, visiting the elderly.
  - Growth group activities, including experiential activities and social services, were held for students in need, helping them appreciate themselves and fostering peer support to enhance resilience. Examples of these activities include Life Ambassadors for junior form students and S1 evangelization activities.
  - Talks and activities on mental health and stress management were held for S5 students to enrich their understanding of mental well-being and stress coping strategies.
  - Developmental programmes promoting mental health and enabling students to face challenges with courage were arranged especially for S6 students, such as Chicken Soup for DSE Fighters, mentorship programmes, and picnics. Other graduation activities, including True Light Run, high table tea, and camps/trips, were held. S6 students felt inspired and gained positive energy from these activities.
  - The PTA and RAC established a "Parent Academy" with over 40 parents participating. Expert speakers delivered lectures on theory, practice, and personal experiences to enhance parenting skills, particularly in instilling positive values in families. Additionally, the IEC set up a "Parent Accompany Group" to support parents of SEN students, fostering family cohesion and creating a mentally healthy environment for SEN students to thrive.
- 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 virtues of trustworthiness and willingness to serve.
  - The S4 "Sparkle in Service Learning" Project Service organized a student-led Games Day. This activity not only fostered empathy but also developed students' self-directed learning and practical skills. The service project aimed to promote inclusivity in the community for both disabled and able-bodied individuals, encouraging students to use their abilities to contribute to society. The self-directed Community Services Programme was held successfully, and social services were



conducted in December. Through participation in these social services, students gained a greater awareness of the challenges people face in life, enhancing their resilience.

- The Christian Fellowship organized a "CLP Community Power Journey (Sham Shui Po)" to help students understand the needs of local residents and develop an altruistic spirit.
- Various activities were organized to promote a caring class atmosphere and foster strong bonds among students. These included Caring Week, True Light Love Café, picnics, Games Day, the S1-3 peer tutoring scheme, Big Sister Scheme, Class T-shirt, and inter-class/inter-house competitions. These events successfully created a welcoming and joyful campus environment, strengthening students' sense of belonging to the school.
- Many School Anniversary celebration activities were held to provide opportunities for students to showcase their talents, such as the Logo and Souvenir Design Competition, publication of students' English and Chinese essays, Life Planning Sharing Day, Porcelain Painting Workshop, and the Athletics Meet. These activities, along with the souvenirs and a dedicated webpage, fostered strong connections among different stakeholders of True Light.
- Despite the pandemic, a wide range of activities were organized with a high participation rate among students.

C. To further foster the values of civic and national education and inspire students to become better citizens with national identity:

- The Life and Society, Liberal Studies, Chinese History, and History curricula were refined with a focus on the development of Hong Kong and China, aiming to strengthen students' national identity. Teachers observed that students appreciated Chinese culture and demonstrated respect for their country in various subjects, including LS, True Light Bearer's Course, and Chinese.
- The "KTL Girls' Handbook of Courtesy" (真光禮儀手冊) and teaching packages on courtesy and morals were published in late January.
- Students' sense of Chinese and global citizenship was nurtured through activities that involved appreciating Chinese culture and respecting other cultures. These activities, held during the Global Week, included booths, board displays, and events such as the S5 form assembly on Okinawa's unique cultural identity, the Tour Souvenirs Exhibition, Games Booth, and Basic Law Competition. These initiatives aimed to deepen students' understanding of their roles as citizens. Many students showed interest in participating in activities related to Chinese culture.

## 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 made efforts to provide students with a variety of activities to enrich their growth experience and foster a positive attitude, despite the limitations of time and venue. This was especially evident during the school anniversary celebration activities and a series of values education initiatives. School-based values education will be the main focus in the upcoming 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. Through lesson observations, students demonstrated improved critical analysis abilities, including a deeper understanding of variables, error identification, and data assessment. The integration of high-order questions led to higher levels of student engagement and achievement, with advanced proficiency levels observed in assessments. Statistical analysis confirmed the effectiveness of these initiatives, showing significant increases in average scores and a greater proportion of students achieving higher proficiency levels.
- The learning packages designed to promote a deeper interpretation of scientific knowledge have been successful. These packages encompassed various themes such as the separation mechanism of NEWater, photocatalysis for virus disinfection, and the life of astronauts in the international space station. Feedback from students indicated that these packages effectively expanded their understanding of scientific concepts beyond the textbook. By exploring real-world applications and engaging in hands-on activities related to these themes, students developed a more holistic perspective and a deeper appreciation for the relevance and practicality of scientific knowledge.
- The training programme "A Genre-based approach to enhancing secondary students' English writing ability in science subjects", in collaboration with the City University of Hong Kong, had a positive impact on students' writing skills in science. Out of the 15 selected students from S3, more than 80% of students agreed that the course was useful in improving their writing abilities. Additionally, over 60% of students felt that the course's level was suitable for their needs. These statistics highlighted the effectiveness of the programme and its ability to engage students in interactive activities, ultimately enhancing their writing skills in science.
- The food science project, organized in collaboration with the Home Economics Department, positively impacted the learning attitudes of S2 students. By analyzing nutrients in selected food items during science lessons and applying their knowledge in creating healthy dishes during Home Economics lessons, students showed increased enthusiasm and engagement from the lesson observation and assignment inspection. They embraced the practical application of scientific concepts, fostering a deeper understanding and appreciation for the connection between science and everyday life.

**B. To strengthen students' innovation and real-world connection to information and communication technology (ICT)**

- The newly constructed IT Innovation Lab offered a supportive environment for various IT-related activities. Equipped with state-of-the-art technology, it facilitated coding workshops, robotics competitions, app development projects, and more. As shown in teachers' feedback, the lab inspired student creativity and fostered essential digital skills, preparing them for the rapidly advancing field of technology.





- Competence in the application of digital technology was enhanced through various kinds of formal and informal curriculum in STEM education:
  - ◆ The activity of developing an AI chatbot with Google Dialogue Flow in S2 CL lessons and integrating it into the humanoid robot Pepper enabled students to gain technical skills in programming and AI. Teachers reflected that it also promoted values such as collaboration, creativity, and innovation, preparing them for future technological advancements.
  - ◆ An Intelligent Light Wall and a series of smart devices were installed in the IT lab. In S1 CL (Computer Literacy) lessons, students learned to combine their artistic sense and programming skills by creating graphic designs on the Light Wall. This activity enhanced their creativity by exploring different applications of the Light Wall in daily life. Additionally, students gained experience in advanced programming using the text-based programming language Python to control devices on an IoT (Internet of Things) platform. The students' learning outcomes were showcased during the school's Information Day.
  - ◆ Students interested in ICT were convened and intensive training were organized to prepare them to compete in the RoboMaster Robotics Competition, which challenged students' leadership, programming skills, battle tactics and robotics maneuvering skills. The Robotics Team was awarded the 1st Runner-Up in the Secondary School Division in the competition in 2022, showcasing their talents in the application of digital technology.
  - ◆ Advanced programming skills were nurtured by training the STEM Task Force to control the complex movements in the performance of drone swarm. This training enhanced their ability to programme and coordinate the synchronized actions of multiple drones, fostering expertise in complex programming and drone technology.
- 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 from the assessment record. Related HKDSE questions were included as well.
  - ◆ Physics: Students' performance improved as they gained a better understanding of common mistakes made when applying Newton's 2nd law. Their ability to correctly analyze and solve problems related to this concept increased significantly.
  - ◆ Chemistry: Students showed enhanced proficiency in performing calculations related to volumetric analysis. They demonstrated improved accuracy and confidence in determining concentrations and volumes, leading to higher

scores in related assessments.

- ◆ Biology: Student performance improved regarding the changes in chromatid, chromosome, and ploidy during mitosis and meiosis. Students demonstrated a deeper understanding of these processes and their influence on genetic variation, resulting in more accurate explanations and interpretations in exams.
  - ◆ ICT: In the ICT package on the Fetch-decode-execute cycle, students displayed a clear grasp of the concept. Their ability to comprehend and apply this fundamental concept in computer programming and system architecture improved, leading to higher achievement in related coursework and assessments.
  - 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. In exam data analysis meeting, 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.
  - The training programme for STEM elites, involving participation in diverse competitions, has led to substantial knowledge gain and increased student interest. By tackling real-world challenges, students applied their skills and expanded their knowledge base. Over 70% of students found the programme engaging and interesting.
- 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. Through one-minute presentations on interesting science topics, students developed an inquisitive attitude, encouraging them to explore and share their knowledge. (I)
  - Interesting science experiments under feature module Amazing Science were arranged. Guiding worksheets were used to help students decipher scientific theories behind the observations. This fostered creative thinking as students deciphered scientific theories behind their observations. It also encouraged an open-minded approach, allowing students to question and explore the scientific concepts presented. (C & O)
  - Alumnae with outstanding academic results were invited to share with our students about their learning strategies and details about the related professions in the mentorship programme. This programme aimed to cultivate a persevering attitude, as students learned from the experiences and challenges faced by successful individuals. (P)



- 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 programme for the STEM elites.

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.

### **Reflection**

- A. More frontline IT professionals can be invited to share their knowledge and experiences with our students, highlighting the potential applications of the knowledge gained in computer lessons. Workplace visits can be arranged to provide students with hands-on experiences and a deeper understanding of the IT industry. These activities can be conducted during school assemblies and workplace visits.
- B. Students' ability to explain scientific concepts can be further enhanced by incorporating real-world examples and case studies. This approach helps students connect scientific concepts to practical applications, making their explanations more relatable and compelling.
- C. Student presentations and explanations of concepts to their peers will be encouraged as a means to encourage the development of communication skills, critical thinking abilities, and a deeper understanding of the subject matter.

## ***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.



## 2021 – 2022 Financial Summary (Unaudited Report)

|           |  | <u>Income</u>              | <u>Expenditure</u>         |
|-----------|--|----------------------------|----------------------------|
|           |  | \$                         | \$                         |
| <b>A)</b> | <b><u>Government Fund</u></b>                                    |                            |                            |
| <b>1)</b> | <b><u>EOEBG</u></b>  |                            |                            |
|           | Administration Grant   | 3,879,984.00               | 3,771,803.15               |
|           | Admin. Grant for Add'l Clerical Assistant                        | 202,674.64                 | -                          |
|           | Capacity Enhancement Grant                                       | 642,934.00                 | 420,525.00                 |
|           | Composite Information Technology Grant                           | 494,240.00                 | 459,625.62                 |
|           | Air-conditioning Grant   | 621,639.00                 | 146,640.00                 |
|           | Air-conditioning Grant for Preparation Room of Laboratories      | 16,287.28                  | -                          |
|           | Composite Furniture and Equipment Grant                          | 490,291.04                 | 666,230.00                 |
|           | Enhancement Grant  | 6,846.76                   | 7,836.00                   |
|           | Lift Maintenance Grant   | 34,273.16                  | 66,590.00                  |
|           | Consolidated Subject Grant                                       | 173,977.60                 | 45,960.10                  |
|           | Recurrent English Language Grant                                 | 20,531.56                  | 6,607.00                   |
|           | Prog Fund for Whole-Sch Ap to Guid & Dis                         | 8,219.60                   | 112.50                     |
|           | SB Management Top-up Grant                                       | 50,702.00                  | 20,000.00                  |
|           | Supplementary Grant  | 227,614.32                 | 40,954.00                  |
|           | Training and Development Grant                                   | 9,405.52                   | 987.34                     |
|           | School-based Speech Therapy Administration Recurrent Grant       | 8,112.00                   | -                          |
|           | School & Class Grant   | 770,454.04                 | 1,464,243.87               |
|           | — Grant Received   | 306,169.21                 |                            |
|           | — Other Income   |                            |                            |
| <b>2)</b> | <b><u>Outside EOEBG</u></b>                                      | <b><u>7,964,355.73</u></b> | <b><u>7,118,114.58</u></b> |
|           |  |                            |                            |
| <b>B)</b> | <b><u>School Funds</u></b>                                       |                            |                            |
| <b>1)</b> | Tong Fai (including rental income, bank interest, donation etc.) | 623,461.20                 | 523,737.70                 |
| <b>2)</b> | Collection of fees for specific purposes                         | 201,810.00                 | 19,530.00                  |

