

Kowloon True Light School

School Report

2022-2023



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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 2022-23

"Where acceptance flows, gratitude can grow."

1.2 Incorporated Management Committee

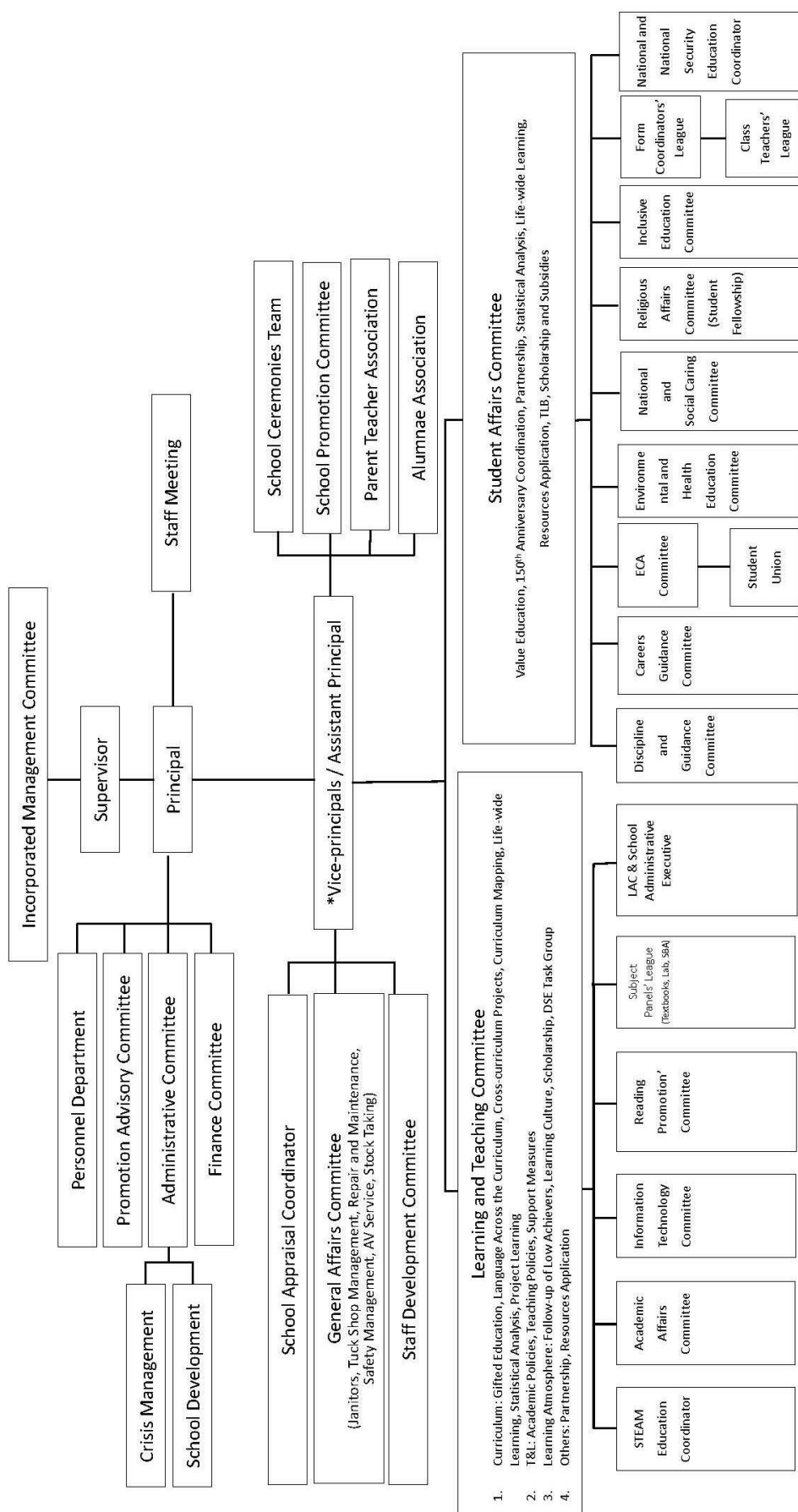
The Incorporated Management Committee (IMC) was set up in September 2017.

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 2022-2023

Kowloon True Light School
School Organizational Chart (2022-23)



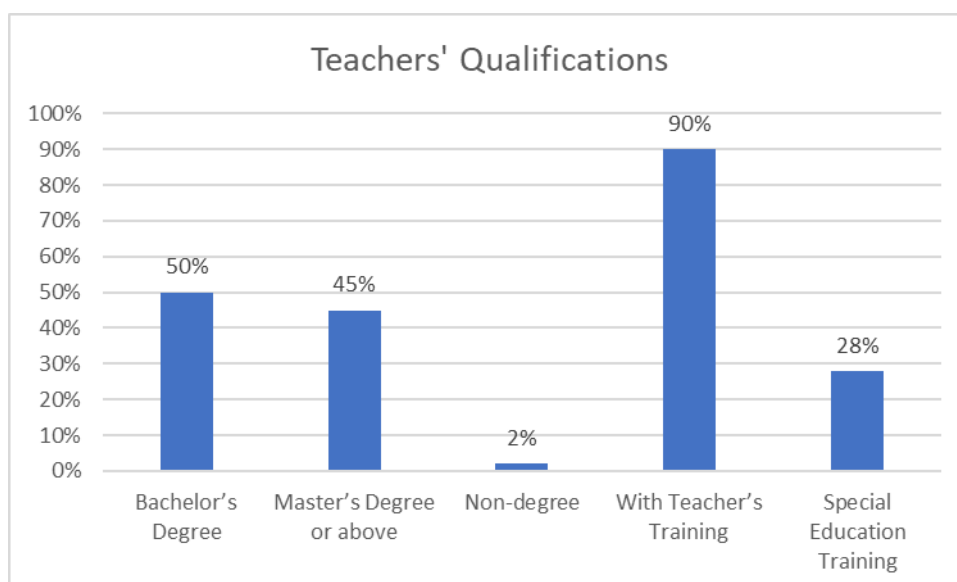
1.4 Staff Profile

- Number of staff

Post	No.
Teaching Staff (including the principal)	58
Clerical Staff	7
Teaching Assistant	1
Laboratory Technicians	2
IT Assistant	1
School Social Workers	4
Educational Psychologist	1
Janitors	8

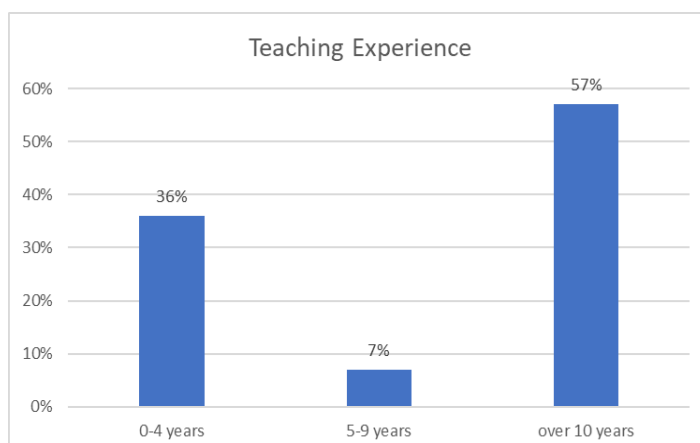
- Teachers' qualifications

Qualifications	Bachelor's Degree	Master's Degree or above	Non-degree	With Teacher's Training	Special Education Training
Percentage	50%	45%	2%	90%	28%



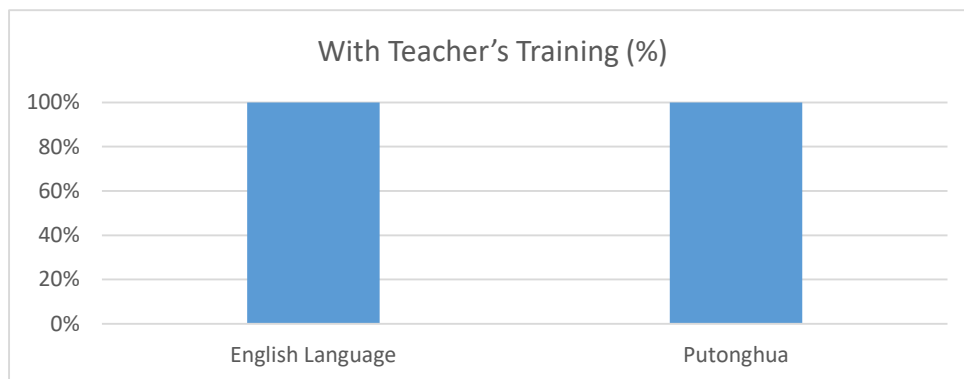
- Teachers' experience

Teaching Experience	0-4 years	5-9 years	over 10 years
Number	21	4	33
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	1933 hrs
Average CPD hours of teachers	33.3 hrs

Staff Development Programmes 2022-23

- 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 2022-23: To equip students with deeper thinking skills for articulate learners and reflective learners.
- Other optional development foci: (1) Mini-lesson study (2) Classroom Assessment (3) Quality Feedback (4) Use of graphic organizers (5) Cooperative/ Collaborative Learning, Student Participation and/or Mode of Interaction (6) Self-directed learning Strategies (7) Reflective Learner and Metacognition (8) Cater for learner diversity.

Main Category	Programme	Remarks
Team Building	Staff retreat Pastor Lee Man Chung from Yan Fook Church shared how faith has helped him conquer fear and 'turn mourning into dancing'. The staff participated in the Noah's Ark experiential STEM activities or handcrafted activities to strengthen their relationships, relax, and improve their mental health.	Related to Major Concern 3.
	Individual Meeting with the Principal The concerns raised by the teachers were discussed, and the principal provided appropriate advice, encouragement, and shared personal experiences. This	Principal, VP, APs and Panels concerned



	<p>not only fostered mutual understanding but also established a harmonious and cohesive team. Opinions collected were also to be used for future planning or refinement of school policies.</p> <p>Principal's meeting with senior and middle managers</p> <p>Gatherings were organized regularly and topics related to school administration were discussed. Senior and middle managers gained more experience in decision-making processes.</p>	were involved.
Staff Personal Growth	<p>New Staff Induction Programme and Mentorship Scheme</p> <p>Ms. LAW Chor Wan, Mr. NG King Fai, Ms. HO Yuk Ling, Ms. LEUNG Ching Wan, Mr. Chan Kwan Wai, Miss Mak Wing Shan, Ms. HO Ka Wai, Ms. WAN Yuen Fan, Ms. TANG Mei Yee, were mentors of new teachers.</p> <p>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> <p>Seminar/ Workshop</p> <p>Dr. Hui Wai-tin, a prominent authority in the realm of education, presented a talk on the theme of "Rethinking Teacher Professionalism", aimed at fortifying our staff's comprehension of the multifaceted aspects of teacher professionalism. The session proved immensely valuable, offering our teachers a deeper understanding of the newly revised Guidelines on Teachers' Professional Conduct.</p>	<p>Related to Major Concern 1.</p> <p>*Gatherings were arranged regularly over the year.</p>
Learning & Teaching	<p>Seminar / Workshop</p> <p>The Vice Principal, Ms. Leung Ching Wan, shared with all teachers about "To equip our students to be articulate learners" during a staff development day. The teachers gained a better understanding of the implementation of this major concern.</p> <p>Furthermore, Dr. Ray Chak-Chung Cheung, Associate Professor of the Department of Electrical Engineering at City University of Hong Kong, was invited to share insights on the topic of "Artificial Intelligence and Future Education". This allowed colleagues to deepen their understanding of key aspects of STEM education, the selection of relevant subjects for further studies and career prospects, as well as an overview of the global implementation of STEM education. Following the session, colleagues had the opportunity to visit various laboratories at City University and experience the experimental equipment and facilities firsthand. This event was highly informative, and colleagues greatly benefited from it.</p>	<p>Related to Major Concern 1</p>
	<p>Professional Learning Community (PLC)</p> <p>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</p>	<p>Related to Major Concern 1</p>



	<p>heads. The elements of higher-order thinking were integrated in the professional learning sessions of different subjects.</p> <p>Appraisal Teachers were appraised based on their teaching, marking, and learning material design qualities. Lesson observations and post-observation conferences were conducted for the teachers. In October, mentors and the school management team provided extended support to teachers based on the lesson observations, aiming to identify strengths and weaknesses at an early stage.</p>	Principal, VP, Aps and Panels concerned were involved.
Student Support	<p>Seminar / Workshop A seminar/workshop was conducted with guest speakers from the Moral, Civic, and National Education Section of the Education Bureau. The workshop focused on National Security Education and was held onsite for teachers. As a result, teachers expressed their increased knowledge about the concept, elements, scope, and curriculum framework of national security. Case studies were presented during the workshop, enabling teachers to learn how to implement national security education across different subjects.</p>	Related to Major Concern 2
External Collaboration	The Home Economics and Visual Arts departments joined the Jockey Club ICH + Innovative Heritage Education Programme, which was co-organized by Lingnan University Hong Kong and Hong Kong Art School. The Curriculum of L&S was rearranged with the learning materials from Project M2. True Light Bearer collaborate with KJC Centre for Suicide Research and Prevention, HKU to optimize curriculum and strengthen outreach.	Related to Major Concern 2
Leadership and Management	<p>Our teachers actively participated in professional exchanges with counterparts in the industry, engaging in competitions, visits, workshops, talks, and presentations where they sometimes served as speakers. Through these activities, they shared their teaching practices and experiences with others, contributing to personal development, professionalism, and staying updated with the latest trends in education. Examples of some of these professional development activities are listed below:</p> <p>English Language and Chinese Language KTL has implemented ‘Values, We value: JICS’, a unique programme that promotes moral and ethical education through language learning, and won the 6th Outstanding Teaching (Character Education) Award (第六屆品德教育傑出教學獎). The award was co-organized by the Education Bureau and the Winsor Education Foundation, and judged by a panel of experts, academics and professionals.</p>	Related to Major Concern 1, 2



A team of teachers from Chinese Foundation Secondary School visited our school on 30 November and 8 December to observe our language teaching practices demonstrated by our language teachers through open classrooms. Another meeting was held to share our experience on curriculum design, teaching strategies, reading promotion and so on. This opportunity helped to promote networking between teachers and strengthened their professional practices.

There were sharing sessions on Chinese Language Teaching with Man Kwan Pak Kau College, St. Bonaventure College, and Tung Wah Group of Hospitals Sun Hoi Directors' College.

Our school was invited to participate in the "Provision of Services on Planning Life Education in Primary and Secondary Schools" organized by the Hong Kong University of Education.

Humanities

Our school's humanities departments were invited by Lai King Catholic Secondary School to participate in the "Teachers' Development Day – Learning and Teaching Achievement Sharing Seminar".

Mr. Leung Shong Tung, our Geography Panel Head, was invited to give an online sharing for Values Education (Education for Sustainable Development) Series: L&T Strategies in Promoting Biodiversity Conservation organized by the Education Bureau, on the topic 'Ridge to Reef – a featured curriculum: From pull-out enrichment to whole school approach'.

STEM

Principal Lee and our STEM teachers visited The Chinese Foundation Secondary School to exchange ideas on implementing the STREAM curriculum.

Others

The Hong Kong Subsidized Secondary Schools Council (HKSSSC) recently hosted a noteworthy event, the "Professional Sharing – Shining Stars" Education Forum 2023, on 1 April. Vice Principal Leung Ching-wan and Assistant Principal Ng King-fai shared how our school uses diversified strategies to promote national education.

Also, our school was invited by the Education Bureau to partake in the "Quality Assurance Division: Sharing Session on Effective School Practices" as a sharing school. The theme of the session centered around "Enhancing Students' National Identity through Multiple Strategies", and focused on the cultivation of Chinese culture and national identity education.



2 OUR LEARNING AND TEACHING

2.1 Number of school days in the academic year

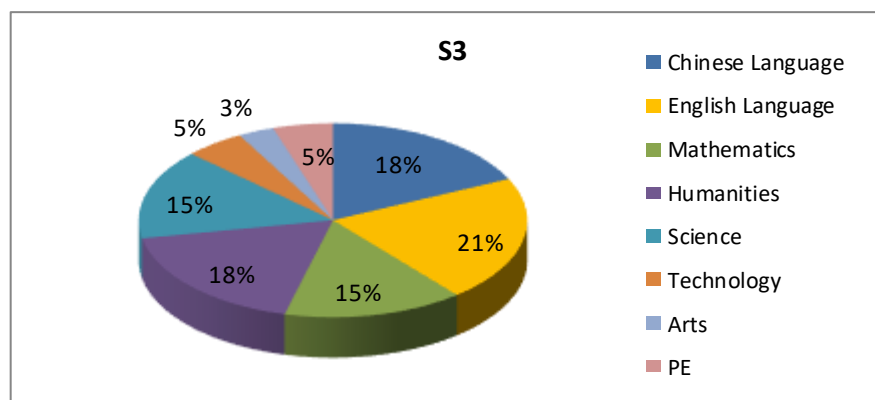
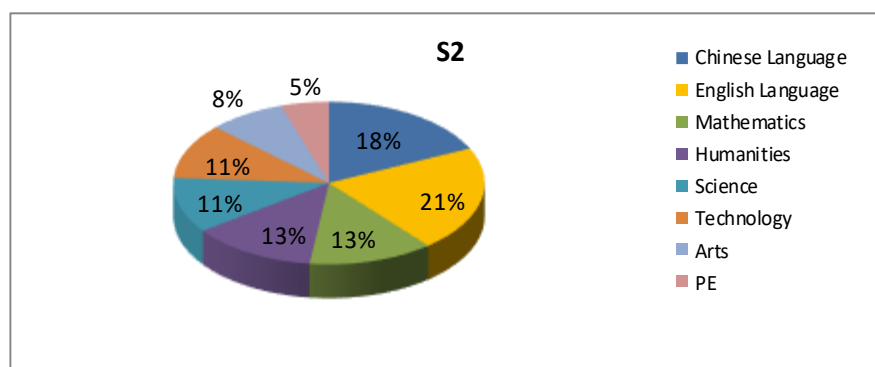
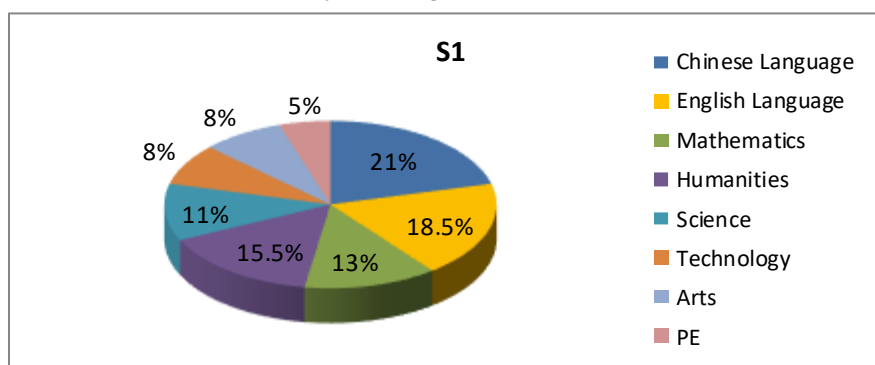
Number of school days in 2022-2023	
Number of days with normal lessons	194 days
Number of days with learning activities for the whole school or junior forms.	6 days
Number of days for uniform tests & examinations	25 days

2.2 Student Population

Student Population 2022-2023	S1	S2	S3	S4	S5	S6	Total
Number of classes	4	4	4	4	4	4	24
Number of students	120	115	113	108	102	95	653

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 2022-2023 is listed below:

<i>Subject</i>	<i>S1</i>	<i>S2</i>	<i>S3</i>	<i>S4</i>	<i>S5</i>	<i>S6</i>
Chinese Language Education						
● Chinese Language	▲	▲	▲	▲	▲	▲
● Chinese Literature				△	△	△
● Putonghua	▲	▲	▲			
English Language Education						
● English Language	▲	▲	▲	▲	▲	▲
Mathematics Education						
● Mathematics	▲	▲	▲	▲	▲	▲
● Mathematics M1				△	△	△
Personal, Social & Humanities Education						
● Life and Society	▲	▲	▲			
● Citizenship and Social Development				▲		
● Liberal Studies					▲	▲
● Geography	▲	▲	▲	△	△	△
● History	▲	▲	▲	△	△	△
● Economics				△	△	△
● Chinese History	▲	▲	▲	△	△	△
● Business, Accounting and Financial Studies				△	△	△
● Religious Studies	▲	▲	▲	▲	▲	▲
● True Light Bearer Course	▲	▲				
● Tourism & Hospitality Studies				△	△	
Science Education						
● Integrated Science	▲	▲				
● Physics			▲	△	△	△
● Chemistry			▲	△	△	△
● Biology			▲	△	△	△
Technology Education						
● Computer Literacy	▲	▲	▲			
● Information Computer & Technology				△	△	△
● Home Economics	▲	▲	▲			
● Physical Education	▲	▲	▲	▲	▲	▲
Arts Education						
● Music	▲	▲	▲	▲	▲	▲
● Visual Arts	▲	▲	▲	△	△	△

▲ compulsory subjects △electives

2.5 Medium of Instruction and Policy

MOI Policy

- With the implementation of the fine-tuning of the Medium of Instruction (MOI) policy in 2010-2011, our school has Integrated Science and Geography taught in English in all four S2-3 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.
- In 2021, the Education Bureau approved our transition from a mixed medium of instruction to EMI. Commencing in September 2022, we used 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.

Class	A	B	C	D
S1	English as the main medium of instruction			
S2 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)			

- 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. PARV outlines the four developmental directions of higher-order thinking skills, namely Pragmatic, Articulate, Reflective and Visionary. This year, we equip students with deeper thinking skills for articulate learners and reflective learners. 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 development 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.

English Language

This year our school has launched a values education project titled 'Values, We Value: JICS' ('JICS') with the focus on 4 virtues – 'compassion, justice, integrity and self-control'. JICS aims to instil in students' positive values and attitudes especially through the learning and teaching of English language. Apart from infusing the theme of



‘Crime’ into the design of learning and teaching materials, a wide array of crime-themed activities will take place both within and beyond the classroom throughout the school year. One of the highlights of the project is its writing programme “Faces of Justice”, where student participants learnt journalistic writing and interview skills from a professional reporter in a series of workshops and interviewed an ex-offender and people whose jobs are, in one way or another, related to criminal justice.

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.

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.

True Light 150th Anniversary Moral Education for Children Series were published. Storytelling workshops in which our students visited our kindergarten section to tell stories to the young pupils were organized. The Light Up Little Minds Children’s Storytelling Competition was organised. Approximately 180 kindergarten and primary school students participated in the contest, with 34 contestants selected as finalists. The competition was judged by an esteemed panel of experts, including Ms. Sun Wai Ling, a Children’s Literature Specialist, Ms. Angela Chow, a Senior Curriculum Development Officer from the Education Bureau, and Mr. Till Kraemer from Hutchison. The participants displayed their storytelling skills and delivered their best performances, making the competition not only a showcase of their talents but also a valuable learning experience for them.

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, STEM Project Learning was carried out. All students are divided into 12 different groups. Teachers and students work together to develop different themes, and through writing programmes, science experiments, research and invention, etc., to explore different themes, and students finally present the themes in a scientific poster.

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 Competitions were participated and achieved great results. Seven of our outstanding S2 students, having secured the 1st runner-up title in the Odyssey of the Mind Regional Tournament, recently participated in the highly-esteemed 2023 World Finals, held from 21st to 30th May at Michigan State University in the United States. The Department of Chemistry’s research team has garnered recognition as the victors of this year’s “Digi-Science” Video Production Competition for Hong Kong Secondary



Schools, securing both the third and first place distinctions in the junior and senior school categories, respectively. The competition's thematic focus was "Food Testing in Daily Life", with our school's entry investigating the caffeine content within food. The students worked in tandem as a cohesive unit, meticulously conducting a multifaceted experimental process utilizing cutting-edge scientific apparatus to produce a succinct short film and report for the competition. The students uniformly expressed that their participation in the competition not only enhanced their proficiency in the realm of scientific inquiry, but also fortified their problem-solving skills, laying a solid foundation for their future scientific endeavors.

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. Our Humanities departments organized a "Humanities Elite Training Programme" which included a "Puzzle Escape" activity for students on 11 April. The activity helped students cultivate values such as perseverance, care, respect, and national identity, while also providing an opportunity to understand the history, culture, and ecological conservation of Yantianzi. The sharing session furthered students' connection with the community and provided a platform to showcase their learning. This initiative was a valuable and enriching experience for the students. 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

In 2022-23, our Theme of Year was “Where acceptance flows, gratitude can grow.”. Without a doubt, the message of the Core Value of gratitude was better communicated and instilled in the heart of students this year with the concerted efforts of all teachers and the participation of the student leaders. Through a whole-school approach, we are delighted to see more teachers have taken a more proactive role in instilling the core values in their lessons and learning activities. It was encouraging to see teachers have the precious opportunity to participate in different professional development programmes despite the challenges we faced last year. This has helped the team build better connections among teammates and develop a more solid foundation for the development of future work.

In view of the increasing number of new teachers in the coming year, it is important to support them to understand the essence of values education. A more systematic formation programme with support of experienced teachers might be considered. We will continue to explore professional development programmes to equip our teachers in supporting the work in the Student Support Division.

3.1 Nurturing Programme

In view of mental health problems on the rise in classrooms worldwide and the diminishing social contact owing to the pandemic, our school has focused more on student wellbeing and has adopted a whole-school approach to strengthen students’ resilience and foster a caring, inviting school environment conducive to students’ growth. The Student Affairs Committee focuses first and foremost on nurturing the social, emotional and psychological well-being as well as the character development of our students in these three areas: developmental, preventive and remedial. To strengthen students’ positive self-esteem and resilience against adversity, positive activities such as handicraft, music therapy and adventure activities were promoted during Caring Week, stress management workshops and peer counselors’ trainings.

Students learnt to nurture positive values and manage their emotions through the “Personal Growth Handbook” with activities developed for class teacher periods, “True Light Bearers Course” for S1 and S2, Religious Education lessons, morning assemblies, and assemblies.

Personal growth activities such as S1 Growth Camp & S5 True Light Endeavor Camp, each of which had a different focus, were organised during the half-day face-to-face schooling to provide students different opportunities to experience their school life with their peers. The S1 Growth Camp helped S1 students to adapt to their secondary school life with the company of their big sisters of senior forms through fun activities. The S5 True Light Endeavor Camp, which was themed “Failure Education”, provided students with a chance to experience setbacks and learn how to get the most out of their failure experiences so that their resilience could be fortified.

Moreover, we organized the “Goods Like Wheels” activity for S5 students. The objective of this Life Experience initiative was to educate the students on the stark contrast between fair trade and sweatshop production, while delving into the complex issues of global consumer culture, labor exploitation and child labor in developing countries.

In order to enhance students’ positive thinking and resilience, and cultivate empathy and compassion, we organized two film appreciation activities to watch “Warriors of Future” and “Sunshine Of My Life”. We were honored to be able to invite Mr. Mike Wong Kin Ming, Technical Consultant of Warriors of Future, and Mr. Kwok Tai, Visual Effects Supervisor,



On-set Asso. VFX Supervisor of “Warriors of Future”, as well as Director of “Sunshine Of My Life” Judy Chu to come and share with our teachers and students their story of overcoming unimaginable hardships.

To cultivate students’ perseverance and spirit of never giving up, the Student Affairs Committee invited Mr. So Wa Wai, the Paralympic gold medalist, to share his experiences and insights with our students. As a role model for thousands of people, Mr. So’s stories of success and overcoming hardships deeply inspired our students to keep their heads up when facing adversities.

On top of the above student activities, we partner with our parents in building closer, healthier parent-daughter relationships through various activities. In order to enhance parents’ knowledge about positive education and provide them with useful tips in nurturing their children, six talks were organized under Parents’ Academy and a parents’ seminar was held for each form. The meetings were well-attended, and participating parents shared their experiences and insights on their daughters’ academic and personal growth.

3.2 Whole-school Approach to Guidance & Discipline

To create a harmonious and mindful environment for our students who had online schooling during the long period of the coronavirus pandemic to return, our school has joined the “S.H.I.E.L.D.S.” programme of HKU and has provided a variety of activities to address the social and emotional needs of our students. Our school has also equipped our senior students to be mental and emotional health ambassadors to their peers and mentors to our new S1 students. We have also supported our frontline teachers with relevant training and resources so that they, in turn, can offer appropriate help and support to their students.

A series of after-school activities were launched in early September to help our students get familiar with the school and their class teachers. Each of the activities covered the developmental and preventive levels, as we were concerned about the well-being of our students and how we could guide them back to a more normal study routine.

To align with the theme of this year’s School of Discipline: “Justice, Integrity, Compassion, Self-control”, the Discipline and Guidance Committee (CGC) of our school has participated in the “Hong Kong Mock Legislative Council 2022” hosted by the Hong Kong Youth Leadership Development Association. This event offered students a valuable opportunity to delve into the intricacies of the legislative system and gain insight into the functioning of the Legislative Council within the framework of the Constitution and Hong Kong Basic Law. The students participated in a series of workshops, visits to the Legislative Council, exchanges with prominent Legislative Council members, and mock Legislative Council meetings, which collectively provided them with a comprehensive understanding of the legislative process. Besides, we have invited the Chief Superintendent of Cyber Security and Technology Crime Bureau (CSTCB), Ms. Cheng Lai Ki, Kelly, our school’s alumna, to host a school assembly to teach students how to be smart digital citizens. We have also arranged a visit to the Detective Training Center, where students participated in activities such as on-site evidence collection, cross-examination and mock trial. Moreover, we have also conducted a parenting workshop titled “What to do if you are afraid of making mistakes: Helping your child grow from mistakes”, providing valuable insights and advice to parents.

3.3 Spiritual Development

Christian values have always been the guiding principles of values education for students



within and beyond the classrooms. The Religious Affairs Committee (RAC) is committed to aligning its mission with the school ethos and the school's major concerns in catering for a balanced and whole person development of students. We have abundant evangelistic activities for students, such as "Christian Fellowship", "Cell Group", "Worship Team", "Gospel Week" and "Gospel Camp" etc. Regular morning and school assemblies including prayers, hymns, sermons and talks have been held too.

In order to spread the words of God and nurture the spiritual growth of students, RAC convenes fellowship meetings every Friday and sets up cell groups for students who are interested in learning more about His wisdom to listen to the inspiring stories of our Christian teachers and students. We invited members from Mongkok Church to share their godly messages with our students, hoping to promote love and mutual support among the cell groups and deepen their faith in God.

This year's Religious Week has adopted the theme of "Believe in Miracles," with the intention to instill in students a sense of reliance on the divine and the power of hope in diverse situations. RAC have thoughtfully orchestrated a spectrum of activities including a book sharing morning assembly and a small book fair of religious books, a video sharing, a hymn sharing concert by the worship team, a testimonial sharing by Mr. Wong Kim Man, game booths, an alcohol painting activity to provide a better understanding of their faith through a fun-filled approach.

The Christian Fellowship organized a visit to the "Chinese Bible Museum", where students learned about the Christian missionaries' efforts to spread the Gospel in China.

The S3 Fellowship has participated in a Life Experience event in collaboration with World Vision called "What We Have". Through this immersive experience, it is hoped that this experience will foster a spirit of empathy and encourage students to embrace the great love of Christ, as they seek to make a difference in the lives of those less fortunate.

The Gospel Camp for 2023 was successfully held at Wu Kai Sha Youth Village from 12 to 14 July. Over 60 students actively participated in this spiritually enriching event, joining together in worship and praise, singing and sharing, engaging in various activities, and listening to the word of God. It is our hope that the seeds of the gospel have been firmly planted in the hearts of all who attended, guiding them towards a path of spiritual growth and fulfillment.

3.4 Life Planning Education

The Careers and Guidance Committee (CGC) is dedicated to exposing students to a wide-range of university and career options and to advising and guiding them to make informed and appropriate choices when it comes to their post-secondary school options. As well as handling and completing supporting application materials to tertiary institutions, scholarships and summer programmes, the CGC also held numerous workshops to help educate and prepare students.

From September to March, three events took place in Life Planning programme for S6 students, including "Chicken Soup for DSE Fighters" and "Mentorship Programme" and multi-pathways talks. Besides, other programmes for senior students were conducted, such as introductory session with experimental games and workplace visits. Students found the above experiences insightful and they have gained a deeper understanding of different industries. For junior forms, self-exploration and subject selection were the main foci. Through streaming talks and parents' talk, students were able to understand oneself more clearly and were encouraged to make decisions on subject selection based on their strengths, abilities and interests. Secondary 3 students, through the activities of the Growth



Camp, understood more about their own strengths and weaknesses and explore their future career and make sensible subject selection decisions.

These activities have deepened our students' understanding of their academic interest, ability and ambition.

3.5 Talent Development and Leadership Development

We emphasize all-round development of students by encouraging them to take part in many dynamic activities. In our extra-curricular activities and multi-intelligence programmes (MI), we offer different courses according to their own attributes so that they are capable of life-long learning, critical and exploratory thinking, innovating and adapting to change. To provide students with diversified learning experience and joyful activities amidst the limited social life during the pandemic in the territory, we organised a myriad of new leisure activities for students. These programmes not only provided opportunities for students to taste and boost their interests in related areas in the long run, but also helped build up student confidence and team spirit. All students enjoyed the workshops and some even contended that the activities allowed them to unwind and realize their talents such as the perfume-making workshop where students were guided to make the “True Light Perfume” as a school souvenir.

This year, on 6th May, to celebrate our 150th Anniversary, all S1 girls performed in the musical “Pride and Prejudice” to showcase their language ability and artistic talents. Our students impressed the audience with their expertise and aptitude by beautifully performing their roles in the play. Beyond preparations for the school celebration, a vibrant and diverse array of activities took place on 5th May, including an inter-class flower arrangement competition and a dance competition. Furthermore, games and sales booths were set up by S4 and S5 classes, as well as specific subject groups, providing students with a platform to showcase their varied talents. The carnival was open to parents and alumni, and the atmosphere was amazing, characterized by a sense of delight.

Our school also provides students with numerous types of sports training and students have received remarkable results in different sports competitions. This year was a successful year for our sports teams. Our students won medals in the events of the Hong Kong Schools Sports Federation HK Island and Kowloon Secondary Schools Inter-school Competitions including Archery, Athletics, Basketball, Cross Country and Fencing. Besides, our school has organized a beginners' mountain craft programme on the weekends. Under the guidance of our teacher and an external mountain guide, the participating students successfully completed three hiking routes, namely Dragon's Back, Tung Yeung Shan and Sunset Peak. During the course, students learnt basic mountain craft knowledge and how to use hiking equipment, and also improved their geographical knowledge of Hong Kong.

With the aim to strengthen students' knowledge in aesthetic talents and appreciation, and widen their horizon, we invited the famous musician and composer Mr. Chiu Tsang Hei to share with us. Also, we also joined iProduce composing course and a pop singing class held by Mr. Chiu Tsang Hei. A music concert was organized on 30th June. The concert showcased a diverse range of musical groups, including the orchestra, string ensemble, quartet, choir, a cappella and zheng group, among others.

About the aesthetic development, our students participated in the Standard Chartered Arts Carnival 2022 at the West Kowloon Cultural District Arts Park, as well as the “Art Seedlings” joint school art exhibition organized by CCCC.

For performing arts, our Chinese Dance Group won the Group Dance Distinction Award



with their Mongolian dance “Hope in the Yurt”, while the Pop Dance Group won the First-class Award with their performance of “Charisma”. This achievement is a testament to the hard work and dedication of the dance groups, demonstrating their talent and passion for dance.

Students are encouraged to showcase their artistic acting talents, critical thinking and speaking skills during some joint school activities. Two remarkable highlights are the Joint School Drama Night with Ying Wa College and our pride in the English Debate Team. Their dedication and creativity have impressed the audience. Our debate team had remarkable achievements this year. With diligence and motivation, guided by our enthusiastic teacher, our young debaters have become more confident and eloquent.

Our school held a leadership camp at the HKFYG Jockey Club Sai Kung Outdoor Training Camp. Our students showed perseverance and enthusiasm throughout the activities.

3.6 Social Service and National Education

In order to put our school motto “Thou Art the Light of the World” into practice and to nurture students’ quality of being servant leaders, regular services are offered primarily through the Red Cross, Girl Guides, the UNICEF Club, the Community Youth Club (CYC) and NSCC Ambassadors. The NSCC Ambassadors liaised with various social service centres to provide ample opportunities for our students to do regular service throughout the academic year. Special service programmes and projects, such as Feeding Hong Kong, Hong Kong Rabbit Society, True Light Villa District Elderly Community Centre, Running Youth x 龍城 Got Talent 2023, provide an array of service opportunities within the school and in the local community for our students during the course of their education at our school. In collaboration with the YWCA, the NSCC also orchestrated the S3 Inclusive Service-Learning Programme and the S4 Service-learning Day for the purpose of instilling empathy and honing the planning and execution skills of the students. All the events were spearheaded by students themselves, enabling them to not only deepen their understanding of empathy but also hone their self-directed learning and practical skills.

Showing great compassion and deep social awareness, our students won many awards and gained many opportunities to execute their plans such as the Gold Prize and Best Teamwork Prize of the Youth ImPACT Award 2.0, the “Caring Action Award” , and the “敢獅敢創” social enterprise proposal competition.

National Security Education was reviewed and implemented in different aspects holistically, including school administration, human resource management, teaching & learning, students’ discipline & counselling support, and home-school corporation etc.

To nurture a sense of belonging to our mother country and a sense of national identity, the Flag-Raising Ceremony was held on special occasions such as the school day after the New Year’s Day, Hong Kong Special Administrative Region Establishment Day, National Day and on a weekly basis. The Flag-Raising Ceremony was also held on 30 September to celebrate the National Day.

To enhance students’ knowledge about the National Constitution and Basic Law, the NSCC arranged students to join in the “2023 Inter-school Constitution and Basic Law Quiz” organized by the Hong Kong Education Bureau. Our school secured the top score in the Kowloon City district and was granted the “Excellence School Award in the 18 Districts”.

To enhance students’ understanding of the country and their national identity, a book exhibition and presentation and a workshop on national security were held in the library on



4 December, National Constitution Day and 13 December, Nanjing Massacre Memorial Day.

The theme of this year's Global Week is "It is more blessed to give than to receive". During 5 December to 9 December, the 4th Joint School Youth Forum on "the most effective way to maintain cultural security in Hong Kong today" was held. In addition, there were games and exhibition booths throughout the Week. Teachers were invited to share their valuable souvenirs collected during their past trips to enhance students' intercultural knowledge. Also, there was a Chinese costume experience booth for students to learn more about Chinese culture and to keep the motherland in mind and the whole world in view. By organizing such activities, our school demonstrated its commitment to providing students with a holistic education that emphasizes both academic excellence and cultural awareness, preparing them to thrive in a globalized world.

In order to deepen students' understanding of the Greater Bay Area, further enriching their knowledge and appreciation of Chinese culture, we have joined many study tours including the Youth Cantonese Opera Exchange Trip to Guangzhou, the 2023 Kowloon West School Sector Shanghai-Hong Kong Exchange (Two-way) Summer Camp, and the "2023 Guangdong-Hong Kong-Macao-Greater Bay Area Youth Exchange Programme". We have also held a cultural tour to Macau. These tours have provided a meaningful and enriching experience for the students, enabling them to gain a deeper understanding of the development of our country and witness firsthand the remarkable pace of the Motherland's growth.

Moreover, we have organized interactive exchange programmes with our sister school including Zibo's Zhoucun District No.2 Middle School in Shandong and Guangzhou True Light Middle School. In the Guangzhou trip, not only our S1 to S5 students have joined, but also our parents and alumni. The tour provided students, parents and alumni with the opportunity to learn about Guangzhou's cultural heritage.

Our school has established a Google Parent Education Classroom to deliver national security knowledge. Moreover, a parent-child online quiz competition about national security was held successfully.

3.7 Environmental Education and Health Education

To maintain a sustainable environment for future generations, students must develop green habits, and be responsible green lovers at home and at school. Through different conservation activities, we have raised students' cognitive awareness towards environmental protection.

The Environmental and Health Committee has held various activities. 131 students and teachers of our school have signed up for "No Air Con Night 2022", which aims to promote green practices and encourage people to bear the responsibility as a member of the earth village by Green Sense. "DIY Reusable Umbrella Bag Workshop" by "Greeners Action" was held to deepen students' understanding of this year's environmental theme "Plastic Free". An excursion to the Mai Po Nature Reserve was arranged aiding students in comprehending the vital significance of wetland conservation. 25 S1 and S2 students visited the Hong Kong Baptist Assembly to participate in a range of hands-on nature activities etc.

In addition, the Hong Kong Secondary School Model UNESCO conference on Climate Sustainability for the year 2023 witnessed the active participation of 3 intellectually adept S4 Geography students. Cho Tsz Leung Cherry (S4) won the Merit Prize in the "Building the Islands of the Future" Design Competition (Junior Secondary Section). Her poster titled



“Lantau Vision” stood out from the entries from other secondary schools. These activities have stimulated students’ vision of sustainable development and strengthened students’ understanding of green living, healthy community and sustainability.

To promote healthy living and convey the importance of maintaining a “healthy life”, “healthy body”, and “healthy mind”, the Environmental and Health Education Committee worked with the departments of Biology, Geography, Physical Education, the Red Cross, STEM, and the Reading Promotion Committee to put together an amazing array of booths and activities on Health Day. On that day, all S5 and S6 students congregated in the school hall to do stretching exercises for 10 minutes before the assembly. Then, a guest speaker from the “Sport Education Programme”, funded and initiated by the Leisure and Cultural Services Department, talked to our students about “Exercise and Nutrition” to help them better understand the relationship between sports and their daily life.

Besides, in order to promote healthy diet, “The Joyful Fruit Month: Fruit Day 2023” was hosted. Booth games and “Fruit Delicacy Contest” were organized. Through these educational events, students were able to gain a comprehensive understanding of the positive impact of consuming fruits on their health and nutritional balance.

The highlight this year was to promote mental health. Throughout the academic year, our school participated in the “S.H.I.E.L.D.S” leadership training programme organized by the University of Hong Kong. 14 Wellness Ambassadors were trained by EHEC, which provided invaluable support to the junior form students in tackling both their academic and interpersonal challenges. From September to May, these dedicated ambassadors held regular meetings with the group members during lunch and after school, fostering a relaxing and nurturing environment where they could openly discuss their experiences and offer each other words of encouragement.

In a word, students’ awareness of health management has been well enhanced in these few years, and during such a challenging period with lots of changes, struggles and uncertainties, we have ridden the tide, grabbing the chances to promote our physical and mental health.

3.8 SEN

Our school is committed to developing an inclusive culture with love and care through the whole school approach to support students with special education needs. Resources are deployed to provide appropriate and diversified support to these students so as to enhance their learning and adaptation to school life.

The Inclusive Education Committee (IEC) collaborates with the Learning and Teaching Committee, Discipline and Guidance Committee, Career and Guidance Committee and Student Affairs Committee to support our students. Academically low achievers are provided with after-school remedial tutorial classes, which include S1 to S3 Chinese Language, English Language and Mathematics. Moreover, adapted learning materials, homework strategies, assessment accommodation, arrangement of HKDSE special examination are provided to students in need. The continual reviews and updates of the policies and procedures on special examination arrangements have been great support for SEN students in need of exam accommodation.

Also, there were behavior and social training such as the skills of organizing workshop by the Hong Kong Association of Professional Organizing (HAPO), which helped the ADHD students, as well as individual counseling which was offered in collaboration with the school-based educational psychologist, speech therapist, clinical psychologist and so forth throughout the year. Our school social workers were involved wherever necessary. Regular



meetings of the Board Game Group and Transport Society have helped develop the networks and social skills of students diagnosed or suspected with SEN.

Integrated activities were provided in a whole-school approach to help all students appreciate one another and understand others' needs. A series of positive arts and crafts activities, including a felting craft workshop and a ceramic workshop, were organized after the exam period. The workshops provided the students with a much-needed respite from their daily routine, while also nurturing their artistic sensibilities and promoting valuable life skills.

We treasure home-school cooperation by establishing regular communication channels to facilitate parents' participation in the formulation of support strategies for students with special educational needs. "Parent Support Group for SEN students" counselling sessions were arranged throughout the year and teachers kept good contact with the SEN students and their parents regularly. It can help to equip parents with better understanding of children with SEN, and render their support in alignment with the school measures. Through our parent group, parents' understanding of the school's policies and the development of the SEN students has been enhanced.

To better equip all staff members, talks and sharing sessions by the educational psychologist and teachers having received SEN training of different levels were arranged throughout the year. A holistic approach has been taken to create a stress-free, caring and conducive environment for students with needs.

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. More than 100 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 E-class subsidies of between \$500 and \$3500.



1. STUDENT PERFORMANCE

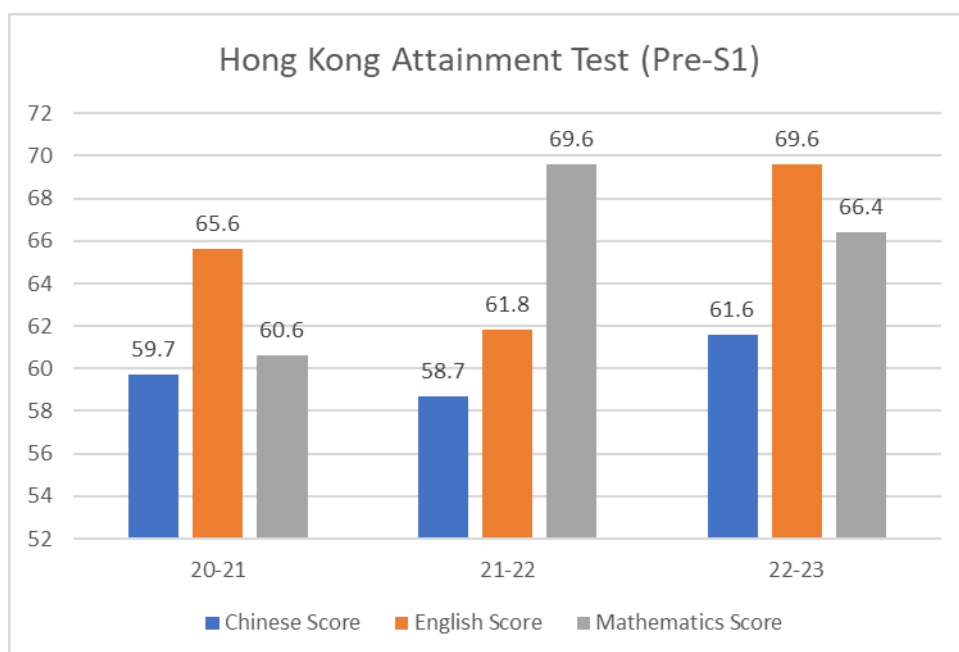
4.1 Students' Attendance (whole school year)

2021-2022	Percentage
S1	97.3%
S2	97.8%
S3	96.6%
S4	96.8%
S5	96.3%
S6	92.7%
Average	96.6%

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
20-21	59.7	65.6	60.6
21-22	58.7	61.8	69.6
22-23	61.6	69.6	66.4



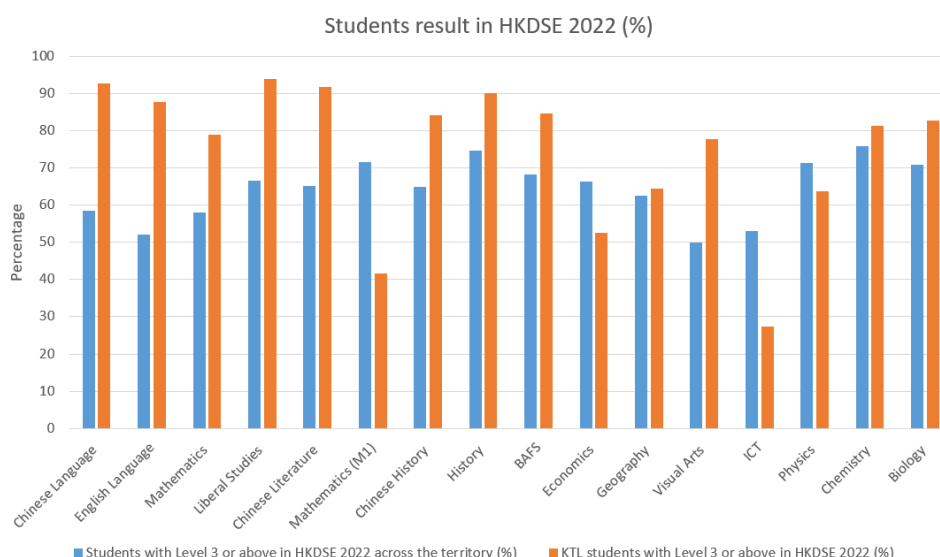
4.3 Results in HKDSE

Around 80% of our Form 6 students have attained the 33222 university entrance qualifications. Moreover, the level-4 attainment rates in core and elective subjects such as Chinese Language, English Language, Mathematics, Liberal Studies, BAFS, Chinese History, Literature, Economics, History (Chinese Group), Visual Arts, and Chemistry have all surpassed the city's standards. Notably, the attainment rates of level 5 in Chinese Language, Liberal Studies, Chinese History, Literature, Chemistry, and Visual Arts have exceeded the territory-wide standards, signifying our students' exceptional aptitude and the school's outstanding performance in the community.

Demonstrating unwavering commitment to their academic pursuits, every single one of our Secondary 6 students has chosen to continue their studies after graduation. Remarkably, nearly 88% of our graduates have been accepted into local and overseas degree programmes, while the remaining students have embarked upon equally promising non-degree programmes, including Associate Degree and Higher Diploma courses.

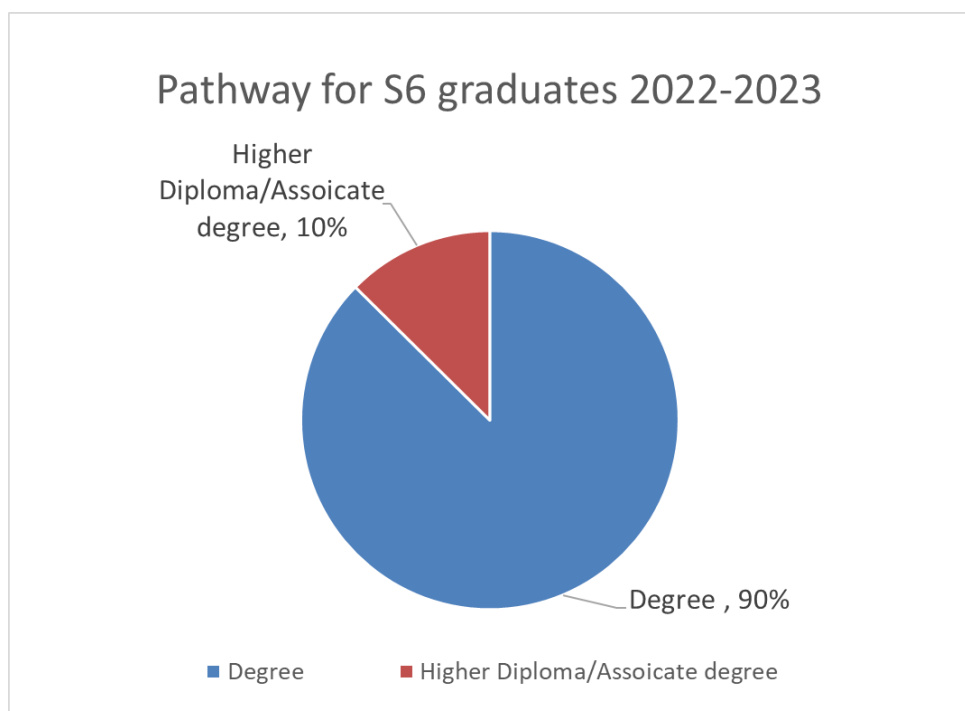
This year, we celebrate the significant presence of our graduates at some of the most prestigious schools in Hong Kong and China. The Chinese University of Hong Kong welcomed 22% of our JUPAS degree programme entrants, with Law Cheuk Nei Cherie securing a place in the sought-after Department of Biomedical Sciences. Additionally, we take immense pride in congratulating Tsoi Tsz Ue for her admission to the Faculty of Law at Tsinghua University.

Aside from local pursuits, several graduates embarked on remarkable journeys of international education. Kwan Wai Yan has set her sights on Occupational Therapy in the United Kingdom, while Cheung Yan Yin Kachina pursues her passion for Veterinary Science in Australia. Meanwhile, Wong Ho Yi has embraced an extraordinary opportunity at the renowned Swiss Hotel Management School, ranked No. 3 worldwide.



4.4 Pathways of Graduates

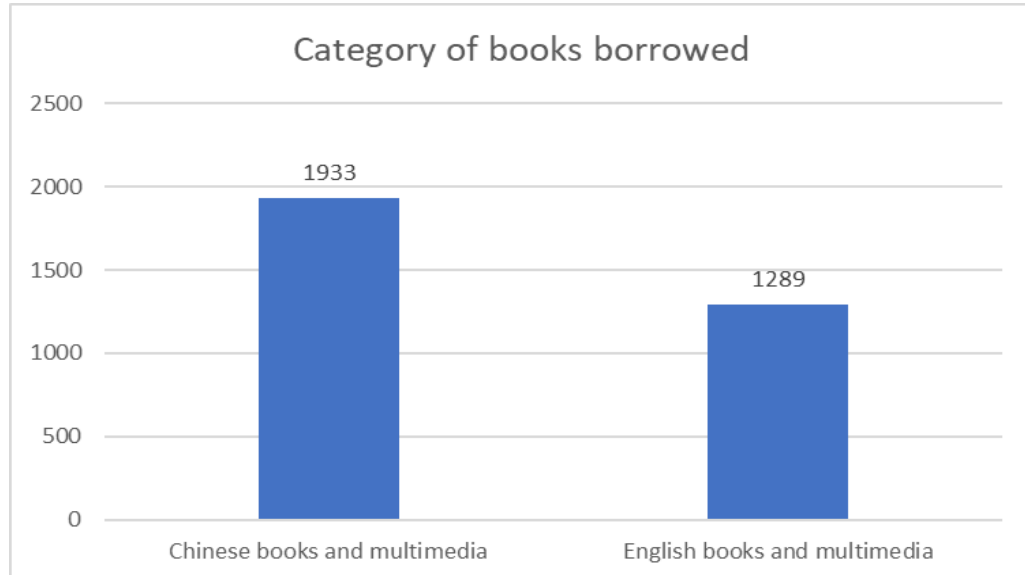
About 90% of students received degree offers in the year 2022. Among the successful JUPAS applicants, 98.9% received a degree offer.



4.5 Students' Reading Habit

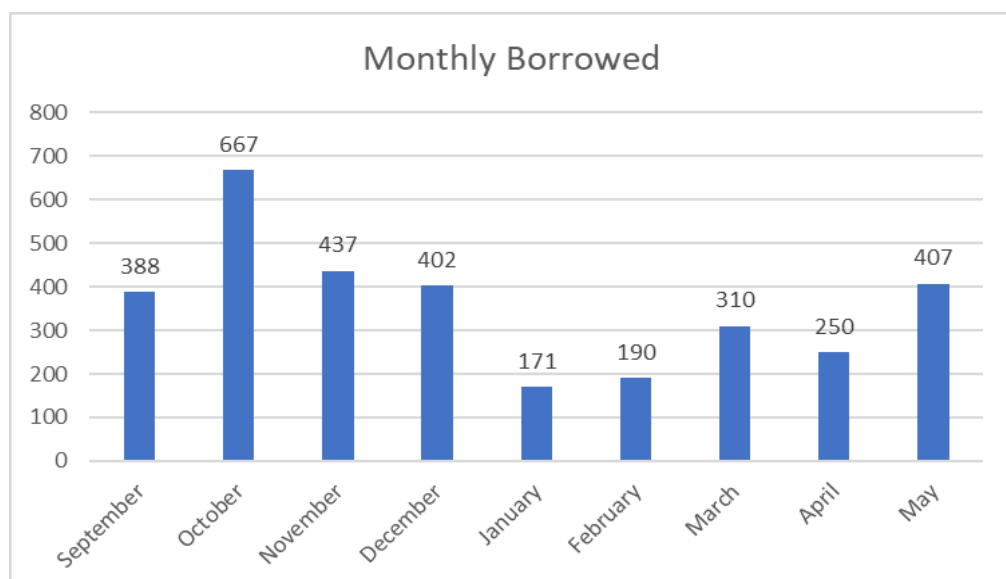
■ Number of books borrowed (Year)

Category	2022-2023
Chinese books and multimedia	1933
English books and multimedia	1289



Monthly borrowed amount

Month	2022-2023
September	388
October	667
November	437
December	402
January	171
February	190
March	310
April	250
May	407



4.6 Achievements and Awards 2022-2023

Academic		
SCMP Young Post Your Voice Top 10	S3 CHAN CHING TUNG ANDREA	Competitor
Book Report Competition (Chinese Language)	S5 TANG YOUYOU	Merit Award
74th Hong Kong Schools Speech Festival (Chinese Speech)	S1 WONG TSZ YING	Secondary 1 and 2 Solo Verse Speaking (Mandarin) Merit
	S3 WONG SZE WING	Secondary 3 and 4 Solo Verse Speaking (Mandarin) Merit
	S3 XIE XINYI	Secondary 3 and 4 Solo Prose Speaking (Mandarin) 2nd Runner-up
	S3 LEE CHING YIU YURI S3 TIN TSZ CHING	Secondary 3 Solo Prose Speaking (Cantonese) Merit
	S5 LUI YUEN KEI NICOLE	Secondary 5 and 6 Solo Prose Speaking (Mandarin) Merit
74th Hong Kong Schools Speech Festival (English Speech)	S2 TANG HIU YAN	1 st Prize
	S1 CHAN TSZ LAM CASSIE S1 MLYNARCZYK KHLOE S2 LEONG CHING YU	2 nd Prize
	S1 NG TSZ YAN S2 LEUNG HANG PING ADELAIDE S3 TIN TSZ CHING S3 WONG YI LAM	3 rd Prize
	S1 NGAI YIN CHING S5 KOU TSZ CHING	Proficiency
	S1 CHONG WING TUNG EMMI S1 LAI YAN CHING S1 LAU SZE LOK BRUTUS S1 LAU SZE YU ALFA S1 THAPA SUBBA GIA AASTHA S2 CHEUNG TUNG S2 CHAN HIU YU TRIXIA S2 CHEUNG HOI KIU S2 TSANG SZE YIN SANDY S2 LAM CHOR HEI S2 CHAN HOI LAAM S2 CHAN YI JUN S2 LIM TSZ CHING S2 NG WING TUNG S2 TANG OI LAM S3 CHOW YIN CHING	Merit



	S3 LOO PUI YAN MELISSA S3 AHMAD ALIMA S3 CHENG YI HANG ABIGAIL S3 LEE CHING YIU YURI S5 TAM PAK YI S5 WU SZE WING	Merit
Thailand International Mathematical Olympiad (Hong Kong Region)	S2 FAN TSOI CHING	Bronze Medal
New Words Ode to the Great Man Lyric-Writing Competition	S2 CHONG MAN YING	Awardee
“Courtesy and Manners in True Light” Public Speaking Contest	S4 LEUNG JODIE SIN YU	Champion (Speaker)
	S4 CHOW CHEUK WING S4 LIM MAY NAN S4 WONG TSZ CHING S4 SO LOK YIU	Champion (Member of Think Tank)
	S4 YEUNG FUH LEI	1 st Runner-up (Speaker)
	S4 KO ISABELLE HUI QIAO S4 NG PAN WING ALISON S4 GU SHAN YING S4 WAN WAI MING S4 YAU YIN MAN	1 st Runner-up (Member of Think Tank)
	S4 CHEUNG MAN CHI S4 LAI SHEUNG YU KELLY S4 YAU PUI KA S4 CHO TSZ LEUNG CHERRY	2 nd Runner-up (Member of Think Tank)
“4 • 23 World Book Day Creative Competition” in 2023	S4 TSE TSZ CHING	The Best Speaker
	S3 LAM WING CHAU	Junior Secondary Chinese Category - Outstanding Award
	S3 LI TSZ CHING	Junior Secondary English Category - Outstanding Award
The 7th Chinese and English Penmanship Competition	S3 BIBI RASTI SAJID S3 AHMAD ALIMA S3 MALAIKA-RANI S5 BHATIA JIYA JITENDRA	Secondary Section (Chinese Category) - Merit Prize
Huaxiabei National Mathematics Olympic Invitation Competition (Hong Kong District)	S1 NGAI YIN CHING	Competitor
2023 Harvard Book Prize	S5 BHATIA JIYA JITENDRA S5 LAI HOI LAM HILARY S5 LEUNG SUI KWAN	Awardees
Hong Kong Model LegCo 2022	S5 TAN HIU YAN	Best Counsellors
Salute to Teachers 2022 Chinese Writing Contest	S5 TAN HIU YAN	1 st Runner-up
Hong Kong International Mathematical Olympiad	S3 TIN TSZ CHING	Gold Medal
Odyssey of the Mind Hong Kong Regional Tournament 2023	S2 LAM CHOR HEI S2 LAM LUNA YAN YUET S2 LAM TSZ MIU	1 st Runner-up



	S2 LO YAN UE S2 CHAN HOI LAAM S2 CHAN YI JUN S2 TANG OI LAM	
International Competitions and Assessments for Schools (Mathematics)	S3 CHAN FIONA S3 CHAU WING YIN S3 TANG TSZ TUNG S3 WAN WING YU S3 IP CHI CHING S3 KWONG TSZ YIN S3 LEE KA YING S3 WONG SUM YEE	Merit
	S3 CHAN WING TUNG S3 CHAN HIU NAM ISABELLA S3 LAW TSZ WAI S3 LEE CHING YIU YURI S3 LEE YUET YIU S3 LIU YIJIA S3 LO NGO YIN VINCCI S3 TIN TSZ CHING	Credit
The HKFYG English Public Speaking Contest 2023	S5 KEI YUK KWAN	Certificate of District Semi-finalists
Mock Trial Justice Education Programme	S3 CHOW YIN CHING S4 LAM CHO MAN	Awardees
	S3 WAN SIN TUNG CECI S3 NG NGA CHING ALISON S4 CHIU SHING YIN S4 CHO TSZ LEUNG CHERRY S5 LAI HOI LAM HILARY S5 TAN HIU YAN S5 YU CHIU YUET S5 LAI CHEUK KIU JAMIE S5 CHAN KING YAU	Competitors
	S5 WONG WAN YI S5 YIP SZE PING S5 CHAN SZE YI	Participants
“Knowing Etiquette” – Continuing Sentence Writing Competition	S2 MA CHEUK YU	1 st Prize
	S5 LI HONG KIU	2 nd Prize
	S2 ZENG WAT WING S5 KONG ENOCH	3 rd Prize
The 25th Putonghua Public Speaking Competition for Primary and Secondary Schools 2023	S1 LAU NGA KIU S1 TAO YI JING S2 LAM CHOR HEI	Junior Secondary Certificate of Proficiency
	S4 CHEUNG TSOI YI S4 CHEUNG WING SHAN S4 WONG WAN YI S5 YIP SZE PING	Senior Secondary Merit Award
The First Hong Kong Inter-Secondary School Geology Quest	S5 CHOI HEI TUNG S5 TAN HIU YAN S5 TSE KWAN YU	Bronze Award
The 27th Territory-wide Couplet Writing Competition	S4 SO KA YUK	2 nd Runner-up
	S4 LI MING YEUNG	Special Prize



3rd One Health COVID-19 Writing Competition	S2 CHOW TSZ HEI S2 LEUNG HANG PING ADELAIDE	Outstanding Writing Award, Junior, Personal Reflection
	S5 TSOI NGO LAM	1 st Prize, Senior, Personal Reflection
	S5 KWAN TSZ KI KARINA	2 nd Prize, Senior, Oral History
“Digi-Science” Video Production Competition for Hong Kong Secondary Schools 2022-23	S3 CHAN HIU NAM ISABELLA S3 WONG YI LAM S3 YONG THENG SIM	2 nd Runner-up in Junior Form
	S4 TSE TSZ CHING S4 WONG TSZ LOK S4 YAU PUI KA	Champion in Senior Form
1st GBA-HK-Macau The “Kids’ Voice” Cup Speech & Story Telling Competition 2023	S4 WU TERESA ZHIXI	Silver Award
Odyssey of the Mind World Final 2023	S2 LAM CHOR HEI S2 LAM LUNA YAN YUET S2 LAM TSZ MIU S2 LO YAN UE S2 CHAN YI JUN S2 NG CHIU YEE S2 NG MAN HEI	Competitor
MI Young Writers Award 2023	S2 CHOW TSZ HEI	Winner
	S1 CHENG YAT NAM ADELYN S2 CHAN HOI LAAM S2 CHAN YI JUN S2 NG MAN HEI	Top 50 Award
Annual Chinese Historical Figure Project Learning Competition	S2 CHAN HOI LAAM S2 CHONG MAN YING S2 CHOW TSZ HEI S2 LIM TSZ CHING S2 TANG HIU YAN S2 TANG OI LAM	Awardees
National Literature Star (Hong Kong District)	S6 TANG HOI MAN S6 NG JIN NAN	First Class Award Top 50 Award
Academy for Gifted Students of KTL	S1 NGAI YIN CHING S2 CHOW TSZ HEI S2 LEUNG HANG PING ADELAIDE S2 TANG HIU YAN S2 TANG OI LAM S3 CHOW YIN CHING S3 WAN SIN TUNG CECI S4 LEUNG JODIE SIN YU S5 CHUI TSZ YU S5 TAN HIU YAN	Outstanding Graduate
	S2 CHAN HOI LAAM S2 LIM TSZ CHING S2 NG CHING YIN S3 KONG HEI TUNG S4 LAU ON KI S4 YUEN CHI CHING MICHELLE	Graduate



	S4 CHO TSZ LEUNG CHERRY S4 CHAN WING YIU S5 KONG ENOCH S5 LEUNG SUI KWAN S5 TANG YOUYOU S5 YU YEE NOK S5 YIP SZE PING	
Inheritance & Innovation: School of the Year Award for Promoting Chinese History and Culture	S2 CHONG MAN YING S2 CHOW TSZ HEI S2 LIM TSZ CHING S2 TANG HIU YAN S2 TANG OI LAM S3 LAM WING CHAU S3 LAM WING SHAN S3 LAU KERRY CHEUK WAI S3 LEE YUET YIU S3 YUAN SHAN YAP	Awardees
Book Report Competition (Chinese Language)	S5 TANG YOUYOU	Merit Award
"Hua Xia Cup" National Mathematical Olympiad Invitation (South China Region) Semi-Final Round 2023	S1 NGAI YIN CHING	3 rd Prize in Secondary One Qualifying Contest
Thailand International Mathematical Olympiad Heat 2022-2023 (Hong Kong Region)	S2 FAN TSOI CHING	3 rd Prize in Preliminary Contest
Hong Kong International Mathematical Olympiad Semi-Final Round 2023	S3 TIN TSZ CHING	3 rd Prize in Qualifying Contest
Consumer Culture Study Award	S3 CHEN WING TUNG S3 CHOW YIN CHING S3 DAO HIN YIN S3 TSUNG YEE KIU S4 NG PAN WING ALISON S4 YAU PUI KA	Outstanding Creative Media Award (Junior) Best Presentation Award
1st GBA-HK-Macau The "Kids Voice" Cup Speech & Story Telling Competition 2023	S4 KAN YI MEI S4 LAU ON KI	Champion (preliminary round)
Hong Kong Secondary School Chinese History Quiz Competition	S3 LAM WING CHAU S3 LAM WING SHAN S3 LAU KERRY CHEUK WAI S3 LEE YUET YIU S3 YUAN SHAN YAP	Awardees
The 'History is Fun' Online Reading Incentive Scheme for Secondary School Students	S4 NG LING YI S5 TSUI HEI WING S5 CHIU WING	Distinction
Chinese Culture Virtual Museum Artifact Theme Study	S2 TANG OI LAM S3 XIE XINYI S4 CHEUNG MAN CHI S5 FUNG WING YAN	Awardees
Hong Kong Biology Literacy Award	S5 WU HIU LAI S5 CHUI TSZ YU	Merit 3 rd Class Honours
2022/23 Chinese Talent Competition for Non-Chinese Speaking Students (Secondary)	S3 BIBI RASTI SAJID	Writing - Junior Section: Merit Certificate
23rd Lions International Youth Exchange Scholarship English	S5 KEI YUK KWAN S5 WU SZE WING	Semi-finalist



Essay Competition	S5 KOU TSZ CHING	6 th Prize
The Hong Kong Academy for Gifted Education	S3 SO MING YAN S4 LAM CHO MAN S4 YUEN CHI CHING MICHELLE S4 SO KA YUK S5 TANG YOUYOU S5 WONG WAN YI	Membership
Star of the Year Award (Linguistics)	S6 TANG HOI MAN	Awardee
National Secondary Schools Writing Competition	S6 TANG HOI MAN	Star of Literature
Sports		
Inter-School Swimming 2022-23 (Division Two)	S1 HON TSZ TUNG S3 LIN UE SHAN S4 CHOW CHEUK WING S4 WONG CHUNG YAN S4 LEUNG MAN WAI	100M Freestyle 2 nd runner-up & 50M Backstroke 3 rd runner-up 4x50M Freestyle Relay Champion 4x50M Freestyle Relay Champion & 100M Freestyle Champion & 50M Freestyle 1st runner-up 50M Breaststroke Champion & 200M Individual Medley 2nd runner-up & 4x50M Freestyle Relay Champion
Inter-School Cross Country Competition 2022-2023 (Area 2 Division 3)	S1 LAI YAN CHING S3 CHUN KA YAN S3 TANG TSZ TUNG S3 WONG YI LAM S4 TSE TSZ CHING S5 CHU HIU CHING S5 WONG HOI CHI S5 TSE NOK HANG	C Grade Individual 7 th Place B Grade Group 1 st runner-up B Grade Individual 4 th Place & B Grade Group 1 st Place B Grade Individual 3rd Place & B Grade Group 1 st Place A Grade Group 3 rd Place A Grade Individual 1st Place & A Grade Group 3 rd Place
Dragons Basketball Invitational Tournaments	S1 LAI YAN CHING S1 LO LONG KA S1 NGAI YIN CHING	Champion



	S1 SIN YAU YIN S2 CHEUNG WAN CHUN S2 TSUI YEE TING S2 MA HOI YIU S2 CHAN AGNES S3 CHUN KA YAN S3 TSANG YAU MEI S3 LAI NGA WING S3 LIN UE SHAN S3 TANG TSZ TUNG S4 LAM KA LAI	
The 24th Tuen Mun Recreation and Sports Centre Archery Competition (Junior Division)	S5 LAI YUEN TUNG	Junior Division 2 nd runner-up
HKSSF Inter-school Athletics Competition (Division 3)	S1 LAI YAN CHING S1 YEUNG HEI YU S2 TSUI YEE TING S3 CHUN KA YAN S3 TSANG TSZ MAK S3 LAI NGA WING S3 LIN UE SHAN S3 LO NGO YIN VINCCI S3 WONG YI LAM S4 TSE TSZ CHING S4 CHOW KA YAU ATHENA S4 LAM KA LAI S5 TSE NOK HANG S5 NGAN YU HEI S5 WONG HOI CHI	800M 3 rd Runner-up & 1500M 3 rd Runner-up High Jump Champion Discus Champion & Shotput Champion Relay (4x400M) 1 st Runner-up Relay (4x100M) 3 rd Runner-up High Jump 3 rd Runner-up & Discus 1 st Runner-up High Jump 2 nd Runner-up Relay (4x100M) 3 rd Runner-up Relay (4x400M) 1 st Runner-up 400m 2 nd Runner-up Relay (4x100M) 3 rd Runner-up 800M Champion & 1500M Champion Javelin 2 nd Runner-up High Jump 1 st Runner-up
Inter-School Basketball Competition 2022-2023 (Division One (Kowloon))	S2 TSUI YEE TING S3 CHEUNG CHING MAN S3 CHUN KA YAN S3 TSANG YAU MEI	B grade Overall 2 nd Runner-up



	S3 LAI NGA WING S3 LIN UE SHAN S3 TANG TSZ TUNG S3 WONG YI LAM S4 TSE TSZ CHING S4 LAM KA LAI S4 CHAN HOI LAM	
The 12th Health Cup Basketball Competition U14 Group	S1 LAI YAN CHING S1 NGAI YIN CHING S1 SIN YAU YIN S2 CHEUNG WAN CHUN S2 HO WING YIU S2 TSUI YEE TING S2 MA HOI YIU S2 CHAN AGNES S3 CHUN KA YAN S3 TSANG YAU MEI S3 LAI NGA WING S3 LIN UE SHAN S3 TANG TSZ TUNG S3 WONG YI LAM	3 rd Place
HKCCCC Inter-Secondary Schools Volleyball Championship	S3 CHAU WING YIN S4 LI KA YI CATHARINE S4 LIM MAY NAN S4 YUEN CHI CHING MICHELLE S4 CHEUNG CHEUK WING DEBORAH S4 WONG CHUNG YAN S4 TAI SUM YU S4 AU WING CHI S5 CHAN PUI YI S5 TAN HIU YAN S5 WAT PUI YU S5 CHAN MAN SZE GRACE S5 NGAN YU HEI S5 CHAN TSZ YAN	1 st Runner-up
Inter-School Basketball Competition Grade C 2022-2023 (Division One (Kowloon))	S1 CHEUNG SHUK LING CHRISTINA S1 FOO OI LAM ELLEN S1 LAI YAN CHING S1 LO LONG KA S1 NGAI YIN CHING S1 SIN YAU YIN S1 WANG SZE YUI HANNAH S2 CHEUNG WAN CHUN S2 HO WING YIU S2 MA HOI YIU S2 CHAN AGNES	Grade C, 1 st Runner-up
BOCHK Bauhinia Bowl Award 2022-2023 Rising Star Athlete Award	S2 MA HOI YIU	Rising Star Athlete Award
"The Hong Kong Schools Sports Federation Grantham Outstanding Student Athlete Awards 2022-2023"	S4 TSE TSZ CHING	Ten Sport Excellence Awards
The Chinese Christian Church District Secondary Schools 3 on 3 Basketball Competition	S1 LAI YAN CHING S4 LAM KA LAI S5 CHU HIU CHING	2 nd Award



	S5 WONG HOI CHI S3 WONG YI LAM	
	S1 SIN YAU YIN S2 CHAN AGNES S3 CHUN KA YAN S3 TSANG YAU MEI S3 TANG TSZ TUNG	Merit Award
2022-2023 Young Athletes Volleyball Training Scheme	S4 CHEUNG CHEUK WING DEBORAH S5 CHAN PUI YI S5 NGAN YU HEI	Bronze Medal
V.cares Youth Volleyball Training Programme 2022	S4 CHEUNG CHEUK WING DEBORAH S5 CHAN PUI YI S5 NGAN YU HEI	2 nd Runner-up
Star of the Year Award (Sports)	S5 TSE NOK HANG	Awardees
U14	S1 FOO OI LAM ELLEN S2 2D CHAN AGNES	5 th Runner-up 1 st Runner-up
U16	S3 CHUN KA YAN S3 WONG YI LAM	2 nd Runner-up Champion
U19	S4 TSE TSZ CHING S5 TSE NOK HANG	6 th Runner-up 2 nd Runner-up
Relay	S2 CHAN AGNES S3 CHUN KA YAN S3 WONG YI LAM S4 TSE TSZ CHING S4 LAM KA LAI S5 TSE NOK HANG	2 nd Runner-up 1 st Runner-up
Girls' Overall	U14 、 U16 、 U19	Champion
Overall	U14 、 U16 、 U19	1 st Runner-up
Art, Music and Creation		
Hong Kong Radio Drama Design Competition of Chinese Historical Figures	S3 CHEN WING TUNG S3 LO YEE MAN S3 TSE HOI CHING S3 TSUNG YEE KIU S3 WAN WING YU S3 CHEUNG KA LAM S3 LEE KA YING S3 YUAN SHAN YAP	Awardees
Hong Kong School Drama Festival 2022/23	S3 CHENG YI WING S2 CHEUNG NGAR YIN AVELINE S3 CEN CHEN ELENA S3 SUN WAN CHING S4 LEUNG JODIE SIN YU S4 AN JIAXIN S5 BHATIA JIYA JITENDRA S5 TANG YOUYOU	Award for Outstanding Cooperation & Outstanding Performer Award for Outstanding Cooperation
75th Hong Kong Schools Music Festival (2023) - Clarinet Solo (Junior)	S1 CHAN LOK YAN ALICE	3 rd Place
75th Hong Kong Schools Music Festival (2023) - Vocal Solo (Foreign Language)	S2 AU KYLIE	2 nd Place



The 8th Hong Kong Secondary School Distinguished Artwork Exhibition 2023	S4 SO LOK YIU S5 HUI WAI CHING S5 WONG ERATO	Distinguished Artwork
Joint School Music Competition 2023 - Choir (Challenger)	S1 CHAN YUI KA KALIA S1 CHAN HONG YUET S1 LAW YI KIU S1 LI WING YI S1 WU XINTONG S1 LAU PUI LAM S1 LAW TSZ KI S1 SZE HOI NAM S1 TAO YI JING S1 THOM KA HEI CLAUDIA S1 TSE EMILY S1 LAM SUM CHING S1 LEUNG MEI SZE S1 NG TSZ YAU S1 TIN LOK LAM S1 WONG MUK LAAM S2 YU KA WAI ASHLEY S2 CHAN LOK SUM S2 CHAN HOI LAAM S2 CHAN YI JUN S2 FUNG ARIANNA S2 NG WING TUNG S2 TANG OI LAM S2 YEUNG CHARMAINE S3 WONG NGA YAN S3 ZHOU SILI S3 CHEUNG YEUK LAM JASMINE S3 LEUNG PO MAN KIDDIE S3 LUI HAU CHING S3 WONG YING SUET S3 CHAN HIU NAM ISABELLA S3 CHEUNG KA LAM S3 PAN CHING KIU S3 YUAN SHAN YAP S4 CHAN SZE TUNG KELLY S4 CHOW CHEUK WING S4 CHOW TSZ TO S4 KAN YI MEI S4 LAU ON KI S4 LEUNG JODIE SIN YU S4 LI KA YI CATHARINE S4 CHO TSZ LEUNG CHERRY S4 KING HIU YING S4 SIU YAN YUET ESTHER S4 YIP PUI YAN S4 YU HONG WA S4 CHAN KA KA S4 TANG HIU YING S4 WONG SZE NGA S5 PANG WING YIN S5 TAM PAK YI S5 TSANG PUI YIN S5 WONG WAN YI S5 CHAN YUEN YEE S5 CHEUNG TSZ YAN	Gold Award



	S5 CHAN TSZ YAN S5 WONG LOK MAN	
Joint School Music Competition 2023 - String Orchestra	S1 LEE TZE HUEN S1 SUEN FONG CHING S1 YEUNG SZE MAN SIMONA S1 CHAN HOI KIU S1 NG TSZ YAN S1 WANG SZE YUI HANNAH S1 WONG TSZ YING S2 LEUNG HOI KIU S2 NG YUET S2 LIU LOK YI S3 CHOW YIN CHING S3 WAN WING YU S3 IP CHI CHING S3 LAW TSZ WAI S3 LI TSZ CHING S4 YEUNG FUH LEI S4 CHUNG PING PING S4 NG VIVIENNE S5 CHEUNG WING KIU S5 CHOI HEI TUNG S5 LIU TSZ YEE	Bronze Award
Joint School Music Competition 2023 - Symphony Orchestra	S1 CHAN HONG YUET S1 LEE TZE HUEN S1 SUEN FONG CHING S1 TSE EMILY S1 TSE NOK YI S1 YEUNG SZE MAN SIMONA S1 CHAN HOI KIU S1 LEI HEI WAI HAZEL S1 LEUNG MEI SZE S1 NG TSZ YAN S1 WANG SZE YUI HANNAH S2 LEUNG HOI KIU S2 CHIU SUM YAU JESSENIA S2 LAM TSZ MIU S2 LO YAN UE S2 NG YUET S2 HO MAN KWAN S2 LIU LOK YI S2 NG MAN HEI S3 CHOW YIN CHING S3 LOO PUI YAN MELISSA S3 WAN WING YU S3 IP CHI CHING S3 LAW TSZ WAI S3 LEE CHING YIU YURI S3 LI TSZ CHING S3 NG YUI YAN S3 TIN TSZ CHING S4 LO PUI KWAN S4 YEUNG FUH LEI S4 CHUNG PING PING S5 CHEUNG WING KIU S5 CHOI HEI TUNG S5 YU CHIU YUET S5 KOU TSZ CHING S5 CHAN TSZ WAN	Bronze Award



	S5 LIU TSZ YEE	
HK Territory-wide Youths Online Painting Competition #YADF#	S5 WONG LOK MAN	HK Top Ten
	S4 LAU ON KI	HK 50 Merit
	S4 CHEUNG CHEUK WING	
	DEBORAH	
	S4 SO LOK YIU	
	S5 CHOW YUI MAN	
	S5 HO JANCY	
Hong Kong Youth Cultural & Arts Speech Competition	S2 TANG HIU YAN	Bronze Award
	S2 HUNG SZE WAN	Merit Award
Exhibition of Student Visual Arts Work 2022/23	S6 MAK WING KIU	Silver Prize
Hong Kong Subsidized Secondary Schools Council – XR Travel Across Time in China Design Competition	S3 CHAN WING TUNG	Third Prize
	S5 LAI HOI LAM	
	S5 TSOI HEI WING	
	S5 WONG YUET KI	
HK Edu - Artificial Intelligence, Innovation and Technology Competition 2022-2023	S3 CHAN CHING TUNG	2 nd runner-up
	S4 CHAN CHOI YING	
	S4 YEUNG FUH LEI	
75th Hong Kong Schools Music Festival (2023)	S3 CHAN FIONA	Erhu Solo (Senior) Silver Award
	S2 CHEUNG TUNG	Flute Solo (Junior)
	S3 TIN TSZ CHING	Bronze Award
	S2 WONG CIN MEI	Flute Solo (Senior) Bronze Award
	S1 CHENG SZE YEE CHERYL	Graded Piano Solo (Grade Seven) Bronze Award
	S3 LAM WING SHAN	Graded Piano Solo (Grade Five) Bronze Award
	S3 LI TSZ CHING	Graded Piano Solo (Grade One) Silver Award
	S4 CHAN CHOI YING	Graded Piano Solo (Grade Seven) Silver Award & Vocal Solo (Foreign Language) Silver Award
	S5 NG WAI KIU	Graded Piano Solo (Grade Six) Silver Award
	S1 WANG JIAYI JENNY	Liuqin Solo (Junior) Silver Award
	S2 CHEUNG NGAR YIN AVELINE	Piano Solo (Chinese Composers, Intermediate) Silver Award



	<p>S3 CHOW YIN CHING</p> <p>S2 LOU YUEN CHING S2 CHU CHING LAM S2 HUNG SZE WAN</p> <p>S2 LAM CHOR HEI S2 LIU CHEUK NAM S2 TING YUET HEI</p> <p>S3 TSANG TSZ MAK S3 WAN SIN TUNG CECI</p> <p>S3 LEE KA YING</p> <p>S3 ZHANG HAOYUE</p> <p>S3 LEE PUI CHI</p>	<p>Viola Solo (Intermediate) Bronze Award</p> <p>Zheng Solo (Junior) Bronze Award</p> <p>Zheng Solo (Junior) Silver Award</p> <p>Zheng Solo (Intermediate) Bronze Award</p> <p>Zheng Solo (Intermediate) Silver Award</p> <p>Zheng Solo (Advanced) Silver Award</p> <p>Zheng Solo (Senior) Bronze Award</p>
International Competitions and Assessments for Schools (ICAS) 2023	<p>S3 CHAN FIONA S3 CHAU WING YIN S3 TANG TSZ TUNG S3 WAN WING YU S3 IP CHI CHING S3 KWONG TSZ YIN S3 LEE KA YING S3 WONG SUM YEE</p> <p>S3 CHAN WING TUNG S3 CHAN HIU NAM ISABELLA S3 LAW TSZ WAI S3 LEE CHING YIU YURI S3 LEE YUET YIU S3 LIU YIJIA S3 LO NGO YIN VINCCI S3 TIN TSZ CHING</p>	<p>Merit</p> <p>Credit</p>
59th Inter-School Dance Festival	<p>S1 WANG QIANYU FLEUR S1 HO KA NAM S1 WONG YUK TING S1 LEI HEI WAI HAZEL S1 WONG TIN YAN S2 SHUM KIN YU S2 WONG KA KI S3 MO KA LAM S3 WONG JENNY S3 LEE KA YING</p> <p>S1 CHAN YUI KA KALIA S1 LAM CHARMAIN S1 HON CHIH YU S1 LAW TSZ KI S2 LAI YAT YIU VALERIE S2 YU KA WAI ASHLEY</p>	<p>Honours Award (Chinese Dance, Group)</p> <p>Highly Commended Award (Jazz & Street Dance, Group)</p>



	S2 AU KYLIE S2 CHAN LOK SUM S2 CHEUNG HEI LAM S2 FUNG ARIANNA S2 YEUNG CHARMAINE S3 CHUNG OI LAM S3 LI WENDY S3 TSE HOI CHING S4 LIM MAY NAN S4 CHAN HEI MAN S4 TO JI CHING TIFFANY S4 YIP PUI YAN S4 LAM KWAN YI S5 HUI CHUN KIU MELANIE	
Star of the Year Award (Dance)	S4 CHAN HEI MAN	Awardee
Star of the Year Award (Visual Arts)	S5 WONG LOK MAN	Awardee
Others		
Inter-school Cooking Competition	S3 CHOW YIN CHING S3 LAM WING CHAU S3 LAM WING SHAN	Merit
Social Enterprise Entrepreneurship Competition	S4 CHEUNG MAN CHI S4 LAM CHO MAN S4 LEUNG JODIE SIN YU S4 CHAN YUET AIMEE	Champion
Spring Programme for the Gifted and Talented 2023 (Introductory Mathematical Thinking and Problem-Solving Skills)	S2 TANG OI LAM	Participant
Spring Programme for the Gifted and Talented 2023 (Biochemistry, Immunity and Infections II)	S2 CHUI TSZ YU	Participant
Youth ImpACT Award 2.0	S5 CHUI TSZ YU S5 KONG ENOCH S5 TAN HIU YAN S5 WONG LOK YAN CO CO	Gold Prize & Best Teamwork Prize
Youth Impact Award	S4 CHAN HEI MAN S4 CHIM PUI YU S4 KING HIU YING S4 LUI CHUNG YAN S4 SO LOK YIU S4 WONG HOI LAM S4 NG VIVIENNE S4 CHAN YUET AIMEE	Awardees
HKICPA/HKABE Joint Scholarships for BAFS	S5 CHU HIU CHING	Recipient of the HKICPA/HKABE Joint Scholarships for BAFS 22/23
HKEAMA Commendation Scheme 2022-23	S2 TANG OI LAM	Outstanding Performance in Extra-curricular Activities
Hong Kong Outstanding Students Awards in Kowloon City	S2 TANG OI LAM	Junior Merit
	S4 LAM CHO MAN	Senior Merit
HKCCCC The Most Distinguished Student Award	S3 KONG HEI TUNG	The Most Distinguished Student Award (Junior Form)



	S5 WONG WAN YI	The Most Distinguished Student Award (Senior Form)
Star of the Year Award (Service)	S4 LAM CHO MAN	Awardee



5 MAJOR CONCERNS

5.1 Achievements and Reflections for the year 2022-2023

■ Major Concern 1:

To equip students with deeper thinking skills for articulate learners and reflective learners

Achievements

A. To introduce the skills that articulate and reflective learners should master.

- The Learning and Teaching Committee (LTC) introduced the theme of the year to students on 2 September. At the school assembly on 19 September, students were briefed on the importance of communication skills with regard to their personal, social and cultural developments. Also, the Trolley Problem was discussed. Student representatives gave speeches to express their views and demonstrated how to communicate points of view in an orderly and rational manner. From teachers' observation in the assembly, it was noted that students actively participated in discussions and gained preliminary experiences on how to enhance higher-order thinking skills through speaking.
- LTC also introduced Gibbs' Reflective Cycle and 4S Active Review Cycle at the school assembly. Students were guided to examine the learning experiences and think about how to use what they had learned in the future. They were also encouraged to reflect on their classroom learning, homework performance, learning attitudes and time management. Students have gained a preliminary understanding of the reflective thinking model mentioned above.
- 'My Feeling Journey' was given out to students to encourage effective time management skills. From teachers' observations, students could use habit trackers included in the journal to review their performance, reflect on their progress, and refine their goals.
- The Chinese Language and English Language curricula have been designed to foster speaking skills with progression through the years. In Secondary One and Two, students were taught to develop solid arguments using evidence. From Secondary Three to Five, students were encouraged to apply their lobbying, public speaking and debate skills. The aim was to give students a solid foundation on which to build their speaking skills. Based on lesson observations and assignment inspection, it was observed that the majority of students had completed the assigned tasks. They were enthusiastic about discussing and expressing their thoughts, contributing to a positive learning atmosphere in the classroom.
- LTC and the Reading Promotion Committee (RPC) co-organized the Scholarly Campus programme to cultivate a positive learning atmosphere. Posters promoting the themes of articulate and reflective learners were displayed. Based on feedback from teachers, students, and visiting guests, the quotes on the posters received mostly positive feedback. Students were able to deepen their understanding of the theme of the year through the campus environment. Additionally, some teachers introduced the quotes during morning assemblies, further sparking students' interest and attention.

B. To develop informal curriculum and a school environment for students to be exposed to the



two target deeper thinking skills.

- In the S4 Learning Camp, students completed the DISC personality test and then worked in groups to design their ideal school day and lobby for their design. Through the activities, students were able to understand their personality traits and apply their lobbying skills. Based on observations in the camp and feedback from class teachers, students actively participated and utilized persuasive techniques, which provided them with opportunities to apply their speaking skills.
- The Values Education Project "Values, We Value: JICS" (JICS) promoting the four virtues - "Justice, Integrity, Compassion and Self-Control" was successfully implemented. The English Department organized interview workshops and interviews with relevant celebrities, for instance, Mr. Raymond SIU Chak-ye, the Commissioner of Police, at the headquarters of the Hong Kong Police Force; Mr. Samuel CHAN Ka-yan (BBS, JP), the Chairperson of the Competition Commission. During the interviews, students demonstrated flexible use of expression and response techniques. The feature articles students wrote based on their interviews were compiled as a magazine, summarizing their learning achievements. During the English Week and form assemblies, impromptu speeches and interactive theatres were also organized to strengthen students' language skills.
- The Chinese Language Department organized students to participate in different speech and debate competitions, which allowed students to train their higher-order thinking skills so that they could express themselves eloquently. Students achieved good results in different competitions, such as the third runner-up in the "Dream Cup - Speech and Story Telling Competition", the first runner-up in the "Kids GBA-HK-Macau the Kids Voice Cup Speech & Story Telling Competition". The students won the Championship in the Greater Bay Area Gifted Story-telling and Speech Competition 2022, and the Third Runner-up in the Hong Kong Youth Arts and Learning Competition. The Debate Team also won awards in various debate competitions, such as St. Clare Tournament. A total of 17 awards were won in speech and debate competitions, surpassing previous years' performances. This outstanding achievement serves as a testament to the students' learning outcomes.
- LTC, in collaboration with RPC, the Chinese Language and English Language Departments, organized the Light Up Little Minds – Children's Storytelling Competition. A total of five complementary companion reading workshops with the kindergarten and primary sections were also arranged for our students to practise their storytelling skills. Prior to each activity, students participated in training workshops where they designed instructional and storytelling processes. Participating students expressed that they were able to enhance their communication skills and learn how to communicate with different audiences through these activities.
- In addition to the Chinese and English Language Departments, different learning activities were organized by different subjects and administrative groups, such as the following:
 - ◆ The 4th Joint School Youth Forum on "the most effective way to maintain cultural security in Hong Kong today" was held. All students spoke eloquently and expressed their ideas logically.
 - ◆ The Citizenship and Social Development Department and Discipline and Guidance Committee (DGC) of our school were honored to participate in the "Hong Kong Mock Legislative Council 2022" hosted by the Hong Kong Youth Leadership Development Association. The student was awarded the "Best Councillor" prize for her lobbying skills.



- ◆ The National and Social Caring Committee (NSCC) led our students to win the Championship in the Moot Court Competition.
- ◆ NSCC led our students to win the Championship in the Lions Clubs International's 敢獅敢創 Social Enterprise Competition, in which they successfully promoted their "Si1 Fo2 (師伙)" social enterprise project.
- ◆ The Economics Department arranged S4 students to participate in the competition "the 24th Consumer Culture Study Award" with the topic "Auntie, I don't want to give gifts anymore" and won the Best Presentation Award.

From the above learning experiences, students acquired the ability to express their viewpoints clearly, listen to others' opinions, and respond accordingly. They also learned to remain calm and confident under pressure. Throughout the process, students expanded their thinking, engaged in critical analysis of topics, constructed their own perspectives, and enhanced the depth of their thinking.

- 86 students were enrolled in the True Light Gifted Academy this year. 30 students participated in the Chinese Language, English Language, Mathematics and Science courses organized by the Hong Kong Academy for Gifted Education, in which they were offered opportunities to broaden their horizons and strengthen their higher-order thinking skills. Based on the records by the gifted students, they could also review their growth in terms of sight, mind and heart through finishing the reflection tasks.
- Student's reflection skills were developed during Buzzing Time, Counselling Day and Parents' Day. Students were guided by teachers to review their learning methods, habits, and attitudes. They adjusted their learning strategies and progress, and continuously strive for self-improvement and excellence. According to feedback from parents and students, data analysis on the PORTAL platform was beneficial for gaining a comprehensive understanding of individual learning progress. Additionally, through reflection records on the PORTAL, students were able to reflect on their personal learning and growth, as well as devise action plans. With the guidance provided by teachers during individual counseling sessions, students were able to critically assess their learning progress and become self-reflective learners.

C. To develop formal curriculum in various subjects for students to apply the target skills.

- The curriculum guides, schemes of work, teaching materials, and worksheets were all designed to foster confident and articulate learners by emphasizing speaking skills. The teaching schedules and annual plans clearly demonstrated the successful alignment of both the Chinese and English language departments with the theme of the year. Furthermore, more than 70% of other subjects integrated the theme into their own plans, ensuring broad participation across the entire school.
- Fun and challenging speaking tasks were organized including Be Salt and the Light learning activities in Chinese History, Global Youth Forum in Geography, Cooking Vlog in Home Economics and the Leader's Speech in Tourism and Hospitality. Learning programmes were organized by the Chinese Language Department including 成語學堂 (S1) and 名言頻道 (S2). In addition, students learned about how the Greater Bay Area gives benefits in investment, living and education through different lobbying tasks designed by the Citizenship and Social Development Department. These tasks not only stimulated critical thinking and solidified subject knowledge but also enhanced communication skills, providing students of different levels with opportunities to engage in relevant teaching processes within the classroom. Students were presented with a variety of speaking tasks during class,



allowing them to build confidence in self-expression and demonstrate their individual thinking through oral presentations.

- Students were encouraged to explore their own interests and practise their public speaking skills during lessons. As part of the Courtesy and Manners in True Light featured Chinese curriculum, S3 students created scripts and recorded radio dramas, interpreting the stories in a fun and lively manner. S4 students engaged in writing activities and participated in speech competitions centered around the theme of honoring teachers. Students expressed that the radio drama format was engaging and lively, effectively capturing their attention and fostering active learning. Additionally, in the speech competition for Form 4 students, they were able to employ various speech techniques to develop their own perspectives.
- A Pitching Competition, where students learned marketing and lobbying skills, was organized by the English Language Department in S5. In the "Values, We Value: JICS" programme, values education was integrated into the reading curriculum. Drama and discussion tasks were designed to guide students in making moral decisions and foster a deeper appreciation and understanding of the spirit of law-abiding. The top ten persuasive techniques were introduced and students were able to effectively apply these techniques as shown in lesson observations.
- Diversified learning activities were launched in different subjects. For example, S3 students designed posters and conducted oral presentations to showcase their learning outcomes in their STEM project. Based on teacher observations, students were generally able to articulate their learning outcomes clearly. However, there is a need to further strengthen their thinking skills in terms of inquiry-based, invention-based, and creativity-based approaches.
- Teachers established a routine of interactive sessions in class. After each turn of presentation, students in the audience would be encouraged to respond accordingly, including asking for clarification, agreeing or disagreeing with justification and evaluating a presenter's performance. The effective questioning and high-quality feedback could promote understanding, construct new knowledge, and deepen students' learning. Based on the records of Professional Learning Sessions (PLS), each subject had a research topic that aligned with the theme of the year, which contributed to the establishment of teaching routines.
- Students were encouraged to evaluate their own learning performance and create improvement plans using self-assessment worksheets in various subjects, including Chinese Language, Biology, and Geography. Through assignment inspection, some subjects also employed reflection forms to facilitate students' self-reflection on their learning. Students reported that they gained a better understanding of the assessment criteria for different tasks.

D. To offer platforms for students to celebrate their learning outcomes that involve the target skills.

- Campus TV collaborated with the Chinese History and Physical Education Departments to produce a short film on these subjects. In the film, students showcased the science behind sports in a lively and captivating manner. Moreover, they acquired valuable skills in scriptwriting and delivering engaging presentations through their participation in the Chinese History Department's special programme "Searching for the Truth and the Light" and the Humanities' study tour activities. By participating in the production of this educational film, students had the chance to enhance their presentation skills.



- In addition, the KTLS Learning Expo was successfully held on 27 June. The Chinese Language, English Language, Science, Chemistry, Physical Education and Computer Science Departments presented the successful learning outcomes for all students, which were expressed through individual speeches, two-person dialogues, videos and presentations to demonstrate the knowledge, skills and attitudes they had developed. On the one hand, it created an academic atmosphere in the school, and on the other hand, it enabled the students to demonstrate their speaking and communication abilities.
- E. To enhance staff development for teachers to implement teaching ideas regarding the target skills.
- Enhanced training sessions were provided for teachers and staff members so that they could implement teaching tasks more effectively. The Staff Development Day was jointly organized with the kindergarten and primary sections in late August. The training workshop's theme was Cultivating Students to be Articulate Learners, so as to inform teachers about the major concerns of the year.
 - Lesson observation and professional exchange meetings were smoothly conducted. Through collaborative planning, observation and evaluation, teachers could optimize teaching objectives and speaking tasks to enhance students' higher-order thinking skills.
 - Rubrics for giving feedback to students' responses were provided by LTC for teacher's reference. It can also be used for self-evaluation and peer evaluation among students. The skills that articulate and reflective learners should be equipped with were highlighted. According to assignment inspections, some students were able to design peer evaluation forms, which helped them better understand the requirements for effective communication and enhance their evaluation skills.
 - Externally, teachers from the Chinese Foundation Secondary School visited our school on 30 November and 8 December to observe Chinese Language and English Language open lessons. The University of International Relations visited us to observe how our Citizenship and Social Development Department approached the curriculum design on 16 December. Our teachers incorporated different speaking tasks, including literary analysis, Marker's Goggles, and lobbying tasks, to support instruction and showcase our strengths in teaching. All of the visitors were impressed by the lesson design and teaching materials.
 - Teachers of Chinese Language, Mathematics, Chinese History, and Geography were invited by the Education Bureau, CEATETA and other schools to share their experience in teaching design. Teachers shared their experiences on how to design activities inside and outside the classroom to develop students' higher-order thinking and how to implement teaching strategies for learning and assessment. For detailed information, please refer to the record in the Professional Development of Teachers in Section 1.5. Participating teachers expressed that they were able to gain valuable insights from our teachers' sharing.
 - Regarding teachers' professional development, the assignment inspection was successfully completed. From the design of worksheets and the records of peer assessments, it is evident that students were able to complete various learning tasks based on teachers' guidelines. Throughout this process, it is also revealed that the curricula aligned with the school's annual major concerns and appropriate feedback was given. On Staff Development Days, exemplary cases were showcased to encourage professional exchanges. The English Language Department shared how to



incorporate speaking tasks into classroom arrangements, providing inspiration for other teachers and fostering a culture of collaborative teaching and research.

F. To promote the target skills through parent education.

- We believe parental support is vital for successful learning. Therefore, on Secondary One Orientation Day and during Secondary Four and Five parents' meetings, LTC introduced our major concerns of the year to parents so that students could feel supported at home. Based on teachers' observations at the event, parents were able to gain a preliminary understanding of the academic theme for the school year.
- Every year, the Parent Teacher Association hosts six Parents' Academy sessions, during which guests share effective parenting skills with our parents. Parents' Workshops were conducted, such as Connecting across Generations with Love and Parenting Tips: A True Conversation between Mrs. Ma And Her Daughter. Throughout the year, there was an emphasis on communication skills between parents and children, further developing effective communication skills between parents and children. The majority of participating parents expressed that they were able to learn effective communication methods to use with their children through the workshops.
- On 11 February, a parents' workshop titled "What to do if you are afraid of making mistakes: Helping children grow from their mistakes" was organized as part of Parents' Day. The workshop was conducted by the Vice Principal and Assistant Principal, who provided professional advice to parents on how to maintain effective communication skills with their children. Approximately 50 parents participated in the workshop, extending the education of communication skills to the parents' level.

Reflection:

In the future, we will further enhance classroom teaching and learning by integrating reading, writing, listening, and speaking tasks to stimulate critical thinking and foster the development of higher-order thinking skills. The teachers' scaffolding skills will be improved to enhance teaching effectiveness. Students will be expected to demonstrate accurate, fluent, and appropriate expression of their learning.

Under the theme of "Breaking Through, Flying High", the Chinese Language, Chinese History, and History departments will instill the values of "Courage, Diligence, Perseverance, Excellence (智、勇、勤、毅)" and encourage students to strive for breakthroughs. Additionally, the school will adopt the theme of "Compassion, Progress, Innovation, and Action" (APIC) to cultivate students' entrepreneurial spirit, including qualities like creativity and innovation.



■ Major Concern 2:

To broaden students' horizon by refining the school curriculum

Achievements

A. To promote extended learning experience through featured curriculum or elective subjects.

- S4 students were required to study three elective subjects this year, providing them with opportunities to explore different subjects and expand their knowledge. Additional elective subjects, including Economics and THS, were introduced to offer students a wider range of choices. The add-drop policy was revised, suggesting that less capable students to study ApL instead of an elective subject. The ApL courses aim to provide these students with learning experiences in non-traditional subjects. The curriculum of ApL was already promoted during the S4 form assembly.
- The traditional Chinese culture and proper etiquette were taught through school-based teaching materials as part of the "Courtesy and Manners in True Light" programme in Chinese lessons. By participating in related activities and competitions, students gained a better understanding of the importance of the core values and developed an appreciation for Chinese culture.
- 10 CLIL lessons were incorporated in S1 English curriculum. The theme of LTC (Be an articulate learner, be a reflective learner), campus language and LaC components (textbook reading, note-taking skills, writing topic sentences) were added in the revised curriculum.
- The essential learning elements (外力衝擊與內憂、清廷的圖強) were taught in the second term by adding one Chinese History lesson per week in S2, aiming to enhance students' understanding of China.
- The featured curriculum of Romans life was established in S1 History. Students were required to read a passage about the Ancient Roman life in terms of diet, education, and leisure so that they could compare the Ancient Roman life and modern life in Hong Kong. By studying different civilizations, students gained a deeper understanding of diverse cultures and developed an appreciation for them.
- The teaching and learning of the elements of Global Shift of Manufacturing Industry (S1), Taming the Sand (S2), and Scramble for Energy (S3) were implemented in junior form Geography. RAC worksheets for the above modules were also developed for extended discussion.
- The S3 Science project learning was implemented in the second term. Groups were formed for different topics and students participated in various research or competitions. This approach aimed to enhance students' abilities in scientific inquiry and research.
- The featured curriculum of flower arrangement and qipao were implemented in H.E., aiming to enhance students' understanding of the virtues associated with traditional Chinese women.
- The curriculum of L&S was rearranged using the learning materials from Project M2. The basic knowledge (working principles, risks and returns) of various investment tools, such as deposits, shares, bonds, mutual funds, was added in the curriculum. The importance of financial planning was also introduced, which could result in an increased understanding of investment principles and improved financial literacy for students.



- The IT curriculum of Light wall was refined, with a focus on introducing its application in various real-life situations.
 - Different Olympic games were introduced by Jockey Club “Flying High” Sports Programme in P.E. Newly emerged sports were added to the curriculum. Dodgeball, Chinese Wushu and Dodgebee were introduced in S1-S4, while Chinese Wushu was introduced in S2-S3. The inclusion of these new sports sparked students' interest in trying out different athletic activities.
 - The routine of asking at least one reflective question on learning (teaching content/ feelings/ learning attitude/ learning outcomes/ feedback to teachers) in each lesson/ unit/ module was implemented. This approach enhanced students' higher-order thinking skills.
- B. To equip students' necessary skills and cultivate students' positive value to explore the world in formal curriculum.
- Positive moral values (仁、約、和、敬) were fostered through the "Courtesy and Manners in True Light" (禮行真光) programme within the Chinese Language curriculum. The programme incorporated different themes such as Respecting one's family and elders (S1 孝親敬長), Respecting one's teachers and loving one's friends (S2 尊師愛友), A legacy of etiquette (S3 禮俗傳承), Value courtesy and empathy (S4 知禮達仁), and A Nation that values etiquette (S5 禮儀之邦). This distinctive initiative, which integrated moral and ethical education with language learning, was honored with the 5th Outstanding Teaching (Character Education) Award.
 - A values education project titled "Values, We Value: JICS" was implemented, emphasizing the four core virtues of Justice, Integrity, Compassion, and Self-control (JICS) within the formal and informal English Language curriculum. These virtues were integrated into the Literary Module for junior levels and the S4 & S5 curriculum, incorporating both classic and contemporary texts across different genres, with a focus on the theme of 'crime'. In the informal curriculum, an English Week centered around the four virtues was held in March, featuring activities such as booth games and a school assembly. Quotes related to the virtues were displayed throughout the school campus, and themed souvenirs were distributed to students. The Detective Club and DGC organized a visit to the Detective Training Centre, allowing students to learn basic investigative techniques. As part of the JICS writing project, interviews were conducted with individuals working in criminal justice-related professions, including Police Commissioner Mr. Raymond Siu Chak Yee. A publication featuring articles on the interviews and students' reflections was produced. Additionally, RPC organized a book club for JICS. Through reading key scenes from *The Merchant of Venice*, student participants explored legal issues in the play and reflected on the ideas of justice and compassion. The project's success was recognized when it received the 6th Outstanding Teaching (Character Education) Award.
 - The national security was safeguarded by deeply analyzing the unequal treaties during Opium War in S2 Chinese History and S4 Citizenship and Social Development (CSD).
 - The skill of news literacy (Fake news and Fact-checking) was introduced in S1 L&S by adopting the teaching materials by HKBU, guiding students in distinguishing between factual information and fake news.
 - The use of financial technology was promoted in L&S, BAFS, and ICT. A school assembly on NFT was organized by ICT. The impact of AI in big data analysis on unemployment was introduced in L&S. The development of fintech in Hong Kong



and how it shapes the role of Hong Kong as an international financial centre was also discussed. In BAFS, students understood the benefits of using financial technology in share price checking or HSI analysis.

- The skills of reflective learners were promoted by analyzing the learning in one subject using the reflection form in the Growth Handbook after the first term examination.

C. To promote experiential learning in informal curriculum.

- The skill of News Literacy was enhanced through the Hong Kong News-Expo Jockey Club Media Literacy Education Programme arranged by CS in S5. Students showed interest in the topic and actively engaged with the speaker by asking questions.
- The skills of self-directed learning were developed in real-life situations, such as in the S4 Service Project organized by NSCC and the itinerary design competition for CS Trip in S4.
- Workplace visits to organizations such as the Hong Kong Monetary Authority and SenseTime, as well as career talks featuring representatives from companies like Google and Microsoft, were organized for S5-S6 students during the summer holiday. These activities, facilitated through the network of "Project M2", provided students with valuable insights into the operations of major businesses and helped foster their entrepreneurial spirit.
- A visit to the Economic Research Centre at CUHK was organized by Economics and CSD in order to understand more about the society, the nation, the world and national security (economic security). Students attended a workshop on the balance of payments of Hong Kong. Students formed groups to represent different economies and participated in international trade. Students' understanding about the role of trade in Hong Kong Economy and the rationale of balance of payments were strengthened.
- Students from S2 to S4 were granted an opportunity to explore the rich cultural heritage of Hong Kong through a guided tour of Mei Ho House, organized by our CSD and Chinese Departments. The tour offered students an enlightening experience, providing them with a comprehensive understanding of the living conditions that residents of Hong Kong endured during the 1950s and 1970s, the captivating history of the only remaining H-shaped resettlement building, and the evolution of public housing in Hong Kong.
- A visit to the Jockey Club Museum of Climate Change was organized by CSD and Geography departments for all S3 students. They learnt about the reason, effects and also the preventive measurements about climate change.
- A visit to T-park was organized by CSD and Physics departments for elite S4 students. They learnt about the anaerobic digestion technology to convert food waste into biogas (a source of renewable energy similar to natural gas) for electricity generation whilst the residues from the process can be produced as compost for landscaping and agriculture use.
- A visit to Tai-Kwun was organized by the CSD Department for all S4 students. Through a guided tour of Tai Kwun, students explored the local history and gained a more comprehensive understanding of the legal system of Hong Kong. This learning activity not only nurtured positive values and attitudes in students but also helped them consolidate their learning.
- Visits to FoodAngel were cancelled due to COVID-19.



Reflection

- A. The effectiveness of S3 Science project learning can be further enhanced by revising the science curriculum in S3. It is suggested to implement 0.5 lesson per week dedicated to project learning starting next year.
- B. The Integrated Science and Biology laboratories are suggested to be renovated in order to strengthen the development of STEAM education in the future.
- C. The initiatives related to values education were implemented in alignment with current trends in education. These initiatives aimed to integrate values education into both formal and informal curricula, with the intention of enhancing students' cognitive understanding of values while also developing their emotional connection to these values and influencing their behaviors accordingly. Recognizing its significance in the holistic development of students, efforts will likely be made to sustain and enhance initiatives related to values education.



■ Major Concern 3:

To cultivate a sense of acceptance along with gratitude among students, helping them to bring the darkness to light (faith, hope, joy, thankfulness, forbearance and resilience)

Achievements

- A. To promote the theme of the year: Where acceptance flows, gratitude can grow. (凡事謝恩，豁達人生) by incorporating elements from the chosen domains of values education into subjects and committee work related to students.
- A new Growth Handbook with articles about Theme of the Year and “3A” concept, and reflection was published for all students. Joseph was chosen as the theme in RE lessons while athletes, So Wa Wai, Rex Tso Sing Yu, Sarah Lee Wai Sze and Edgar Cheung Ka Long were selected for developing the teaching materials. Our school also joined the “QTN Programme on Promoting Wellness in School” organized by HKU as a core-star school. After exploring students’ character strengths in an online test, we conducted a series of positive thinking lessons in S1 and S2 TLB courses. Most S1 students learnt how to be grateful and perseverant by thinking from different perspectives. The feedback from students has proven to be useful and meaningful.
 - To promote the values of law-abidingness, we set out to hold various activities revolving around the theme of “Justice, Integrity, Compassion, Self-control”. Mr. Yue Ka Keung and Professor Wong Sing Wing were invited as our guest speakers in September and October respectively.
 - Different posters about positive thinking were displayed around the school to promote the core values. Additionally, the values of the Theme of the Year and “JICS” were integrated in the English curriculum. These were effective ways to promote the Theme of the Year.
 - Various presentations and discussions about the Theme of the Year were conducted in different morning assemblies and school assemblies run by different committees:
 - ◆ Caring Week assembly (26 September): The S.H.I.E.L.D.S. ambassadors hosted a school assembly to shed light upon the importance and skills of caring for others through a drama performance.
 - ◆ Theme of the Year (27 September): The Detective Club’s instructor, Mr. Yue Ka Keung, inspired students to think about motives and psychology of perpetrators and possible mischief brought about by crimes.
 - ◆ Hong Kong Gospel Festival (7 November)
 - ◆ Mr. Chiu Tsang Hei’s sharing (14 November)
 - ◆ Introduction of NFT (21 November)
 - ◆ Global Week (14 November): Sharing by alumnae Ms. Hou Sui Ping and Ms. Jojo Chan
 - ◆ Cyber Security and Technology Crime (12 December): Ms. Cheng Lai Ki, Kelly, CSP, CSTCB
 - ◆ Tidying up (20 December): Miss Orange Tam, Chairlady of the Hong Kong Association of Professional Organizing



Students responded fervently and learned to think from different perspectives, be grateful, and perseverant.

- An assembly about “Tidying up” was held on 20 December and workshops for SEN students were successfully conducted as MI. They were very useful and revoking.
- The flea market was held at the KTLS Lunar New Year Market on 4 February.
- Various form activities held by SAC, sister-form assemblies, and class-based activities/inter-class/inter-house activities, such as English morning assemblies’ videos and Games Day, were conducted to cultivate strong bonds among students and enhance their positive sense of belonging to the school.
- Briefings and debriefings were conducted in activities to enhance students’ growth mindset, and both teachers and students found them meaningful.
- Some subject departments adopted different strategies in their daily teaching and activities to promote the core values of the Theme of the Year, including:
 - ◆ STEM week: Students learned about gratitude and overcoming adversity from scientists.
 - ◆ Health Day: To promote healthy living and convey the importance of maintaining a “healthy life”, “healthy body”, and “healthy mind” (EHEC, Biology, Geography, Physical Education, Red Cross, STEM, and RPC)
 - ◆ Chinese and English: Storytelling workshops and Reading Buddy programme for KTLSPS and KTLKS were held. The Storytelling Competition was successfully held on 4 February.
 - ◆ Chinese History and History: “Gin Drinkers Line” Field trip (S4 & 5)
 - ◆ Economics: Opportunity cost (S4), Lunar New Year Market
 - ◆ Geography: Opportunities and challenges brought by tectonic activities (S4)
 - ◆ Home Economics: Gift packaging lesson for S1, knitting and floriculture lesson for S2 were held. Cheongsam class was held for S3 students
 - ◆ Integrated Science (S2)/ Physics (S3): Product Design to help the needy
 - ◆ Life and Society: Poverty (S1)
 - ◆ Music: School assembly “Dialogue with Visually Impaired Pianist, Colleen Lee” was held on 25 April.
 - ◆ Physical Education: Fitness (S1-6), Sportsman sharing: Mr. So Wah Wai
 - ◆ Religious Education: Characters in the Bible who show gratitude in Adversity: Paul.
 - ◆ Tourism and Hospitality Studies: SWOT of Tourism and Hospitality Industry in Hong Kong (S4 & 5)
 - ◆ Visual arts: Artlight, Kindergarten services: wall-painting and pastel nagomi art

This approach enabled students to develop a positive attitude and good qualities of gratitude and resilience.

- To enhance the problem-solving skills of students in dealing with daily life



challenges and even crises by providing activities and opportunities to cultivate the core values in students

- ◆ “Welcome to True Light” (S1 Induction Programme: S1 Growth Camp, Sister Scheme, Orientation week etc.) was successfully conducted to help our S1 students to get to know their classmates as well as to develop their good qualities of gratitude and resilience. S1 students expressed their gratitude by sending thank-you postcards to their primary teachers.
- ◆ Different developmental programmes were held for different forms, with a special emphasis on S6 students. These programmes included “Chicken Soup for DSE Fighters”, mentorship programmes, Form Fellowship, SAC Form Assembly, Sister Form Assembly and picnic to promote mental health to enable students to overcome adversity with acceptance and gratitude. Through a series of activities, S6 students felt inspired and gained positive energy. They established life goals and learned effective strategies for exam preparation.
- ◆ The leadership training camp took place on 16-17 December, and the Growth Camp for S5 students was held on 6-8 July.
- Opportunities were provided for students of average/lower abilities, including their participation in different ambassador schemes and services teams:
 - ◆ S1-S4: Prefects
 - ◆ S2-S5: Health Ambassadors
 - ◆ Whole school: The “S.H.I.E.L.D.S” ambassadors
- Two film appreciation activities “Warriors of Future” and “Sunshine Of My Life” were organized, followed by post-screening sharing sessions by Mr. Mike Wong Kin Ming, Technical Consultant of Warriors of Future, and Mr. Kwok Tai, Visual Effects Supervisor, On-set Asso were organized. The VFX Supervisor of Warriors of Future shared insights into the behind-the-scenes production of the movie, while the Director of “Sunshine Of My Life”, Judy Chu, shared her story of overcoming hardships. The feedback from participants was positive, and they found the films thought-provoking. These activities aimed to enhance positive thinking, resilience, empathy, and compassion among students.
- With the theme “Crime by the Books: from Reading to Righting” for the year, the Reading Promotion Committee and the Detective Club organized book sharing sessions on crime in October.
- Teachers were encouraged to attend seminars, workshops, and courses on values education organized by EDB and other external organizations.
- Parents Education:
 - ◆ Two meetings of Parents Academy were held: Pastor Cheung Hon Keung of CCC Mongkok Church shared insights on the topic “Stop letting others’ opinions guide how you raise your kids” on 15 October. Mrs. Ma Wong Pui Kee and her daughter, Christine Ma-Lau, Founder and Chairperson of Character Education Foundation, were guest speakers at the second PTA meeting. They discussed “Parenting Tips: A true conversation between Mrs. Ma and her daughter” on 3 December.
 - ◆ The Parents Online Classroom was successfully established to share useful information with parents, such as multi-pathways, mental health, and national safety.



- ◆ Parent-child activities, including picnic and interest classes, were held to improve the parent-child relationship and strengthen family support to students.
- ◆ The “Parent Accompany Group”, a small group for parents of SEN students, was set up, and a total of six meetings were held. The feedback from parents was positive, indicating that it was useful in strengthening family cohesion and creating a mentally healthy environment for SEN students to grow. Parents felt more supportive at home.
- ◆ The S1 and S2 Parent Evening, as well as the S4 and S5 parents’ meeting, were successfully held on 11 November and 2 December, respectively. These events promoted home-school cooperation by enhancing students’ understanding of our academic policies, school rules, and their children’s growth and learning in school. Parents’ talks about values education and Parents’ tea gathering were held in February and April, respectively.

Through integrating values education into the curriculum, organizing guest speaker sessions and assemblies, and involving parents in parent education sessions and activities, the school fostered a positive environment and nurtured students’ character development, both within and beyond the classroom.

B. To widen students’ exposure, exploration and experience to equip them to be future-ready.

- Educational / service project (VolunPeers & community services)
 - ◆ S4 Service-learning project and S3 Service-learning project were conducted successfully.
 - ◆ NSCC ambassadors actively participated in various voluntary services, such as Feeding Hong Kong, Ronald McDonald House, Hong Kong Rabbit Society, etc.
 - ◆ Based on students’ comments during the Form-based Viewing Sharing, they expressed a desire for increased study tour quotas, highlighting their interest in experiential learning.
- Adopt the 4E model (Exposure, Engagement, Enlightenment and Empowerment) systematically to revive and groom talents through ECA and student leadership
 - ◆ New ECAs, such as Acapella, Detective Club, Journalists’ Club, Pop Singing Class and Robotics Team, were added to cater to students’ needs and interests while promoting values education.
 - ◆ A wide-range of MI courses were arranged for S5 students and SEN students, including Perfume-making Workshop, Marble Cookie Class, Hong Kong-style Bat Mouse Mini-billboard Workshop, Drop Earrings Workshop, Japanese Jewelry, Leather Keychain Workshop and Beginners’ Mountain Craft Programme. The events successfully created an inviting and cheerful campus environment and strengthened students’ sense of belonging to the school.
 - ◆ Based on the MI questionnaire results, the majority of students mentioned that the MI courses had expanded their horizons, equipped them with self-learning skills, and unleashed their talents.

C. To enhance students’ sense of national identity, law-abiding awareness and community engagement.



- The Chinese History Department enrolled students in the “Dunhuang: Enchanting Tales for Millennium” held by the Hong Kong Heritage Museum and the Blue and White porcelain workshop with the Hong Kong Palace Museum.
- A book exhibition and presentation, as well as a workshop on national security, were held in the library on 4 December, National Constitution Day, and 13 December, Nanjing Massacre Memorial Day.
- Principal Lee and student representatives attended the “Remembering History, Cherishing Peace: The Nanjing Massacre” exhibition organized by the Hong Kong Education Bureau.
- The national flag raising ceremony, along with the playing and singing of the national anthem, accompanied by a speech under the national flag, was held on a weekly basis and on special occasions as part of national security education.
- Students joined a tour to learn more about the history of PMQ and to create a Polish Christmas manger sculpture at PMQ.
- Students participated in the "XR Travel across Time in China Competition" organized by the Hong Kong Subsidized Secondary Schools Council. The competition encouraged students to utilize virtual reality (VR) or augmented reality (AR) technology to showcase the rich Chinese culture and its modern development. The students received the third prize in the competition.
- Several study tours were arranged to the Greater Bay Area, including Guangzhou, Macau, and Shantou, with the aim of deepening students' understanding of China's development and its traditional culture.
- National education was extended to parents through an online parent platform and parent-child competitions.

Reflection

- A. There can be more experiential learning in different forms as it has been shown to be more effective than classroom teaching in the development of positive qualities among students.
- B. Although most students have become more grateful through the programmes above, there are still a number of students who are afraid of failure in life, probably due to their family background or unhealthy social trends. Therefore, our focus next year will be to help students develop certain positive core values such as perseverance and resilience.
- C. With a better understanding of the school's vision and mission, parents will be able to help cultivate their daughters hand in hand with the school. Thus, more educational activities such as workshops and talks will be provided in the coming academic year.



5.2 Feedback on Future Planning

- In the future, we will further optimize classroom teaching and learning by combining reading, writing, listening and speaking tasks to stimulate thinking and develop higher-order thinking skills. Teachers' scaffolding skills will be further enhanced to improve teaching effectiveness. Students will be expected to report their learning accurately, fluently and appropriately.
- Under the theme of "Breaking Through, Flying High", Chinese Language, Chinese History and History Departments will cultivate the values of "Courage, Assiduity, Perseverance, Excellence" (智、勇、勤、毅) among students and encourage them to pursue breakthroughs. In addition, the school will adopt the theme of "Compassion, Progress, Innovation and Action" (APIC) to cultivate students' entrepreneurial spirit which includes the qualities of possessing creativity and innovativeness.



2022-2023 Financial Summary (Unaudited Report)

		<u>Income</u>	<u>Expenditure</u>
		\$	\$
A)	<u>Government Fund</u>		
1)	<u>EOEBG</u>		
	Administration Grant	3,949,872.00	3,793,132.50
	Admin. Grant for Add'l Clerical Assistant	206,322.00	0.00
	Capacity Enhancement Grant	654,502.00	487,949.75
	Composite Information Technology Grant	503,136.00	1,384,451.79
	Air-conditioning Grant	632,834.00	431,748.00
	Air-conditioning Grant for Preparation Room of Laboratories	16,580.00	0.00
	Composite Furniture and Equipment Grant	499,116.00	335,658.00
	Enhancement Grant	6,970.00	6,125.00
	Lift Maintenance Grant	34,890.00	66,800.00
	Consolidated Subject Grant	177,110.00	181,630.47
	Recurrent English Language Grant	20,902.00	28,317.12
	Prog Fund for Whole-Sch Ap to Guid & Dis	8,368.00	4,057.50
	SB Management Top-up Grant	51,615.00	24,000.00
	Supplementary Grant	231,710.88	24,613.80
	Training and Development Grant	9,575.00	5,674.47
	School-based Speech Therapy Administration Recurrent Grant	8,258.00	0.00
	School & Class Grant	784,322.00	2,050,789.58
	— Grant Received	490,820.76	
	— Other Income		
2)	<u>Outside EOEBG</u>	<u>8,125,706.04</u>	<u>7,694,276.32</u>
B)	<u>School Funds</u>		
1)	Tong Fai (including rental income, donation etc.)	798,394.72	903,394.65
2)	Collection of fees for specific purposes	202,430.00	23,357.50

